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ABSTRACT

The final report focuses on the Pennsylvania Area Learning Resource Center, which provides media and materials services to handicapped children. Section I covers the project background; project philosophy, goals, and objectives; and project organization. Covered in a second section are 15 activities, such as assisting states in local and state materials center stimulation or development, identifying needed instructional materials and priority needs, and helping trainers locate extant and usable training materials which fulfill needs. Among recommendations made in a final section is that the Bureau of Education for the Handicapped reestablish a network of projects. Appended is a list of products produced. (SBH)

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Final Technical Report

Pennsylvania Area Learning Resource Center

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Doylestown, Pennsylvania 18901

September 1, 1974 through May 31, 1977

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FINAL TECHNICAL REPORT: PENNSYLVANIA ALRC

September 1, 1974 - May 31, 1977

ABSTRACT

The Pennsylvania ALRC has engaged in many activities to fulfill its mission of providing improved media and materials services to handicapped children in Pennsylvania. Staff members provided technical assistance to several Intermediate Units in the development of Learning Resource Centers; these I.U.'s now can provide needed materials services at the local level and can serve as effective links between teachers and the three regional materials centers (SERRC's). In cooperation with other agencies and projects, the ALRC has provided numerous workshops to acquaint special educators with instructional materials and sources of information about these materials. The ALRC developed an exemplary collection of materials on parenting skills and used these materials to train special educators to work with parents of handicapped children. As part of the ALRC/SO/NCEMMH network, the ALRC provided access to network services, such as NIMIS, that benefited special education personnel in the state.

The need for assistance to states in the area of media and materials services still exists, and the ALRC recommends that BEH re-establish a network of projects to provide these services.

Contract No. 300-75-0034

Final Technical Report of the Pennsylvania Area Learning Resource Center

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August 31, 1977

This project reported herein was performed pursuant to a contract with the Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. DEPARTMENT OF
HEALTH, EDUCATION AND WELFARE
Office of Education
Bureau of Education for the Handicapped

PREFACE

The Pennsylvania ALRC has worked cooperatively with the Bureau of Special and Compensatory Education of the Pennsylvania Department of Education, and with other special education agencies and projects within the Commonwealth. The Pennsylvania ALRC has also worked cooperatively with, and participated in activities of, the ALRC/SO/NCEMMH network and the RRC/CORRC network.

The ALRC would like to thank the Bureau of Special and Compensatory Education for its close cooperation through the efforts of Dr. William Ohrtman and Ms. Elaine Gilvear, who served as Principal Investigators of the ALRC. Thanks are also extended to the Bucks County Intermediate Unit #22, which served as the fiscal agent for the ALRC. Special thanks are due to Dr. George Kaab, Executive Director, Dr. Joseph Tezza, Special Education Director, and Mrs. Ruth Strelbski, Treasurer.

The staff members of the Pennsylvania ALRC should be congratulated for their excellent work and dedication to improving media and materials services for the handicapped in Pennsylvania. Dr. Katherine Winter, the Administrative Assistant and Evaluation Specialist, assisted in the many managerial tasks of the project, wrote quarterly reports, and helped prepare the Continuation Request and this Final Technical Report. Mrs. Marcia Klafter, the Information Specialist, organized the ALRC's resources and assumed major responsibility for obtaining, cataloging, and using the collection of parenting resources. The threee PMMS's, Mr. Brooke Porch (Eastern), Mr. Michael Carricato (Central), and Mrs. Mary Niewola (Western) served as the liaison between the ALRC and the Intermediate Units in their sections of the state. They assisted I.U.'s

in developing Learning Resource Centers and provided many excellent workshops for ALRC clients. Ms. Karen Naylor, the Educational Technologist, assisted Mr. Carricato in the Central region and also used her artistic talents to prepare media presentations and displays for all staff members. All of these staff members contributed to this Final Technical Report.

The ALRC has had the able secretarial assistance of Mrs. Olga Drury, Ms. Meredith Suber, Mrs. Marie Tucci, and Mrs. Betty Weaver. These women have typed reports, kept the files, and taken care of the many tasks needed to keep the project running smoothly. Mrs. Irma Hoffman, the ALRC Bookkeeper, kept complete and accurate records of ALRC finances and provided the necessary financial information for quarterly reports.

Paul Goode, Director

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PROJECT FRAMEWORK

PROJECT BACKGROUND

Description of Project Setting

The main office of the Pennsylvania ALRC was located in Doylestown (eastern Pennsylvania), in close proximity to the offices of its fiscal agent, the Bucks County Intermediate Unit. The PALRC served the entire Commonwealth of Pennsylvania, and to insure that services were provided in all areas of the state, two other PALRC offices were established. These offices were located in Gibsonia (the western part of the state) and Harrisburg (the central part of the state). Figure 1 is a map of Pennsylvania showing the location of the PALRC offices and the Intermediate Units served by each of the three offices.

The staff in the Doylestown office included the Director, the Administrative Assistant/Evaluation Specialist, the Information Specialist, and one Prescriptive Media and Materials Specialist (PMMS). The Central PALRC office was located in Harrisburg. The staff there included a Prescriptive Media and Materials Specialist and an Educational Technologist. A Prescriptive Media and Materials Specialist was located in the Western PALRC office in Gibsonia, Pennsylvania.

Target Population

The Pennsylvania ALRC worked closely with the Pennsylvania State Department of Education, Division of Special Education, in developing service capabilities at the local, regional and state levels, to insure that media and materials services are provided to all handicapped children in the Commonwealth. When the ALRC first began, there was a clear need for additional services in practically every area of the state. Meeting

PENNSYLVANIA ALRC OFFICE LOCATIONS

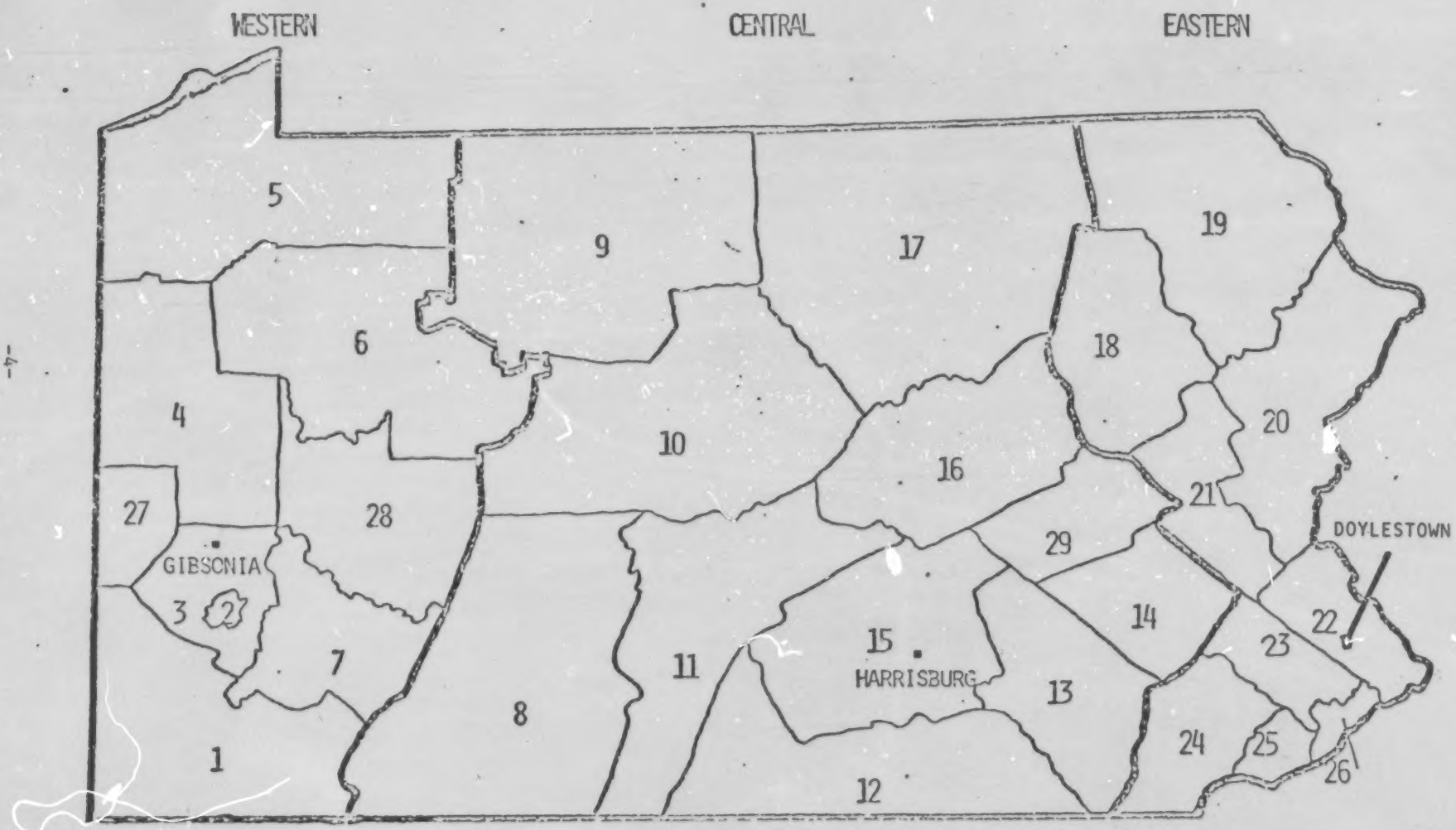


FIGURE 1

these needs presented a great challenge, as there is considerable variability among Intermediate Units and school districts in terms of number of children, urban/rural characteristics, and geographic size.

Needs

The Commonwealth of Pennsylvania has developed three Special Education Regional Resource Centers (SERRC's), which match the definition of Regional Learning Resource Centers (NCEMMH, 1975). Each of these centers serves one-third of the state. (See figure 2.) The SERRC's contain child-use instructional materials, professional materials, and teacher training materials, all for the use of special education teachers and supervisors. The SERRC staffs recommend materials to teachers and conduct materials-related workshops. Additional services available at one or more of the SERRC's include: ERIC searches, literature reviews on requested research topics (through the Pennsylvania Resources and Information Center for Special Education, PRISE), and newsletters containing items of interest to special educators.

The RLRC's (SERRC's) engage in cooperative planning, yet use different cataloging, analysis, and retrieval procedures. There has never been a unified inventory of the holdings of the three SERRC's, but such an inventory, or a union catalog, would enable inter-regional borrowing to take place and thus would increase the availability of materials to teachers.

Within Pennsylvania there are 29 single and multi-county educational districts called Intermediate Units (I.U.'s). The I.U.'s provide support services which individual school districts cannot provide, and they are the fiscal agents for all special education funds provided by the Commonwealth. The I.U.'s provide services in three main areas: special

Distribution of SERRCs

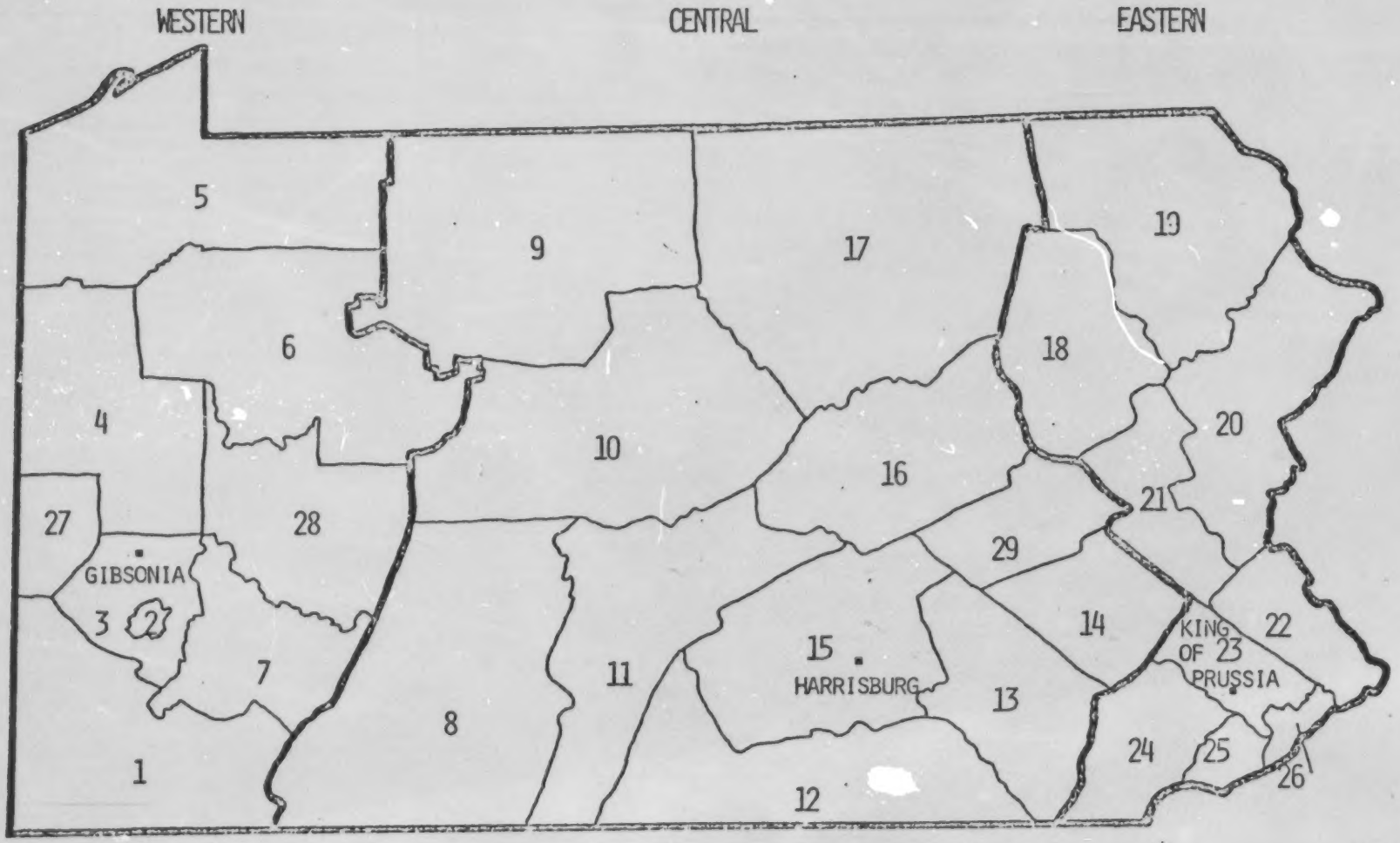


FIGURE 2

education, media/materials services, and vocational education. Special education services are provided either directly, through I.U.-sponsored programs, or indirectly, by funding programs at the school district level. Funds for in-service programs are also available to the I.U.'s. Within each I.U. is an Instructional Materials Center, or IMC, which is primarily a film library and serves all teachers, not only special education teachers.

The need of all special education teachers to have ready access to instructional media and materials has not been fully met. Many I.U.'s have developed over the years their own collections of instructional media and materials appropriate for handicapped students. The state has not encouraged the development of such centers, in the belief that a proliferation of satellite centers would dissipate funds available for special education. It is, however, recognized that these I.U. Learning Resource Centers exist and can be helped to serve unmet needs. Assisting I.U.'s to develop Learning Resource Centers was seen as a major need that could be met by the PALRC.

In the past, most materials services were planned for the school-aged handicapped. Pennsylvania, like other states, recently began to provide a variety of services and programs for preschool handicapped children. In Pennsylvania, title VIB funds have been provided to each Intermediate Unit by the SEA to hire case managers and information managers. The purposes of these two positions are to assure services to preschool handicapped children and to provide a tracking system state-wide for all handicapped children. Coordinating this effort is a federally funded project entitled Coordination and Outreach Network for the Needs of Exceptional Children Today (CONNECT). The PALRC has worked closely with this project to assure effective media and materials services to preschool

handicapped children and their parents.

With the passage of Public Law 94-142, needs for materials and materials information became even more pronounced. The ALRC recognized the need to work closely with CONNECT, the RRC (NLRC/P), and the three SERRC's in the state-wide effort to develop individual programming for handicapped children as provided for in P.L. 94-142. Technical assistance and training in identification, selection, and availability of media and materials for individual prescriptive programming were provided by the PALRC. All handicapped children in Pennsylvania will benefit from the multiplier effect produced by the combined efforts of these projects.

The passage of Public Law 94-142 mandated the involvement of parents in planning special education services for their children. Learning how to work effectively with parents and helping parents understand their child's handicap(s) were two additional major needs of special education personnel in the state. The ALRC developed a collection of materials in various media formats to train special education professionals to work with parents of handicapped children and to train those educators to help parents use media and materials in supplementing their child's educational program.

The agencies and projects in Pennsylvania that provide media and materials services were not organized into a unified special education resource system. The ALRC believed that developing such a system was a major need in the state, and during the third funding year the ALRC provided direction and stimulation for the development of a resource system.

PROJECT PHILOSOPHY, GOALS AND OBJECTIVES

The mission of the Pennsylvania ALRC has been to promote the more effective use of instructional media and materials with handicapped learners. These practices incorporate the application of media and materials to the unique characteristics of individual handicapped children. In carrying out these activities the Pennsylvania ALRC worked in cooperation with the Commonwealth's Division of Special Education. In all instances, activities were cooperatively planned with Intermediate Units, other local educational agencies, and the three regional special education resource centers (SERRC's).

The major goals and objectives of the PALRC were to improve the effectiveness of media and materials services in Pennsylvania by:

1. Establishing links between Intermediate Unit special education teachers and the RLRC's (SERRC's).
2. Training personnel in how to prescribe specific media and materials based on instructional objectives.
3. Providing technical assistance to Intermediate Units to structure their media and materials collections so that the needs of handicapped children would be met more effectively.
4. Providing technical assistance in the selection and retrieval of information about instructional media and materials.
5. Providing a liaison for Pennsylvania with the ALRC/NCEMMH/SO network.
6. Providing access to NIMIS as a back-up to existing

Pennsylvania media and materials information services.

7. Providing technical assistance and training in available media and materials for professionals to use in working with parents of handicapped children.
8. Providing information to colleges and universities regarding needs for pre-service training of teachers in media and materials.
9. Cooperating with other agencies and projects to establish a functioning Special Education Resource System in Pennsylvania.

Some of these objectives remained rather constant during the three years of the ALRC (e.g., #2), while others received varying emphasis (e.g., #6), and still others were added relatively late in the project (e.g., #7). Changes in the priorities of objectives were based on the needs of ALRC clients (e.g., the need to involve parents in educational planning) and on the availability of additional services (e.g., NIMIS becoming operational).

PROJECT ORGANIZATION

To respond to local needs and to develop a self-sustaining system, the PALRC has been aligned with three basic geographic and organizational structures. Three offices were established so that PALRC staff members could more easily and effectively serve all areas of the Commonwealth. A Prescriptive Media/Materials Specialist (PMMS) was located in Gibsonia, Pennsylvania, and served the same region as the Western Pennsylvania Regional Special Education Resource Center (SERRC).

A second PMMS was located in Harrisburg and served the same region as the Central Pennsylvania Regional Resource Center (SERRC). The third PMMS was located in Doylestown and served the same region as the Eastern Regional Resource Center (SERRC). The Information Specialist, located in Doylestown, had responsibility for state-wide services.

An Educational Technologist, located in Harrisburg, provided assistance and support to the PMMS staff member in the wide-spread Central region and to other PMMS staff on a state-wide basis as requested.

The Project Director and Administrative Assistant/Evaluation Specialist were located in Doylestown and provided state-wide services. All staff members reported directly to the Project Director or in his absence to the Administrative Assistant. The Educational Technologist reported to the Project Director through the PMMS assigned to the central region.

The Project Director reported to the PALRC Principal Investigator and to the Director of Special Education for I.U. #22 as the LEA administrative liaison. Figure 3 graphically depicts the organizational structure of the PALRC.

PENNSYLVANIA AREA LEARNING RESOURCE CENTER
ORGANIZATIONAL STRUCTURE

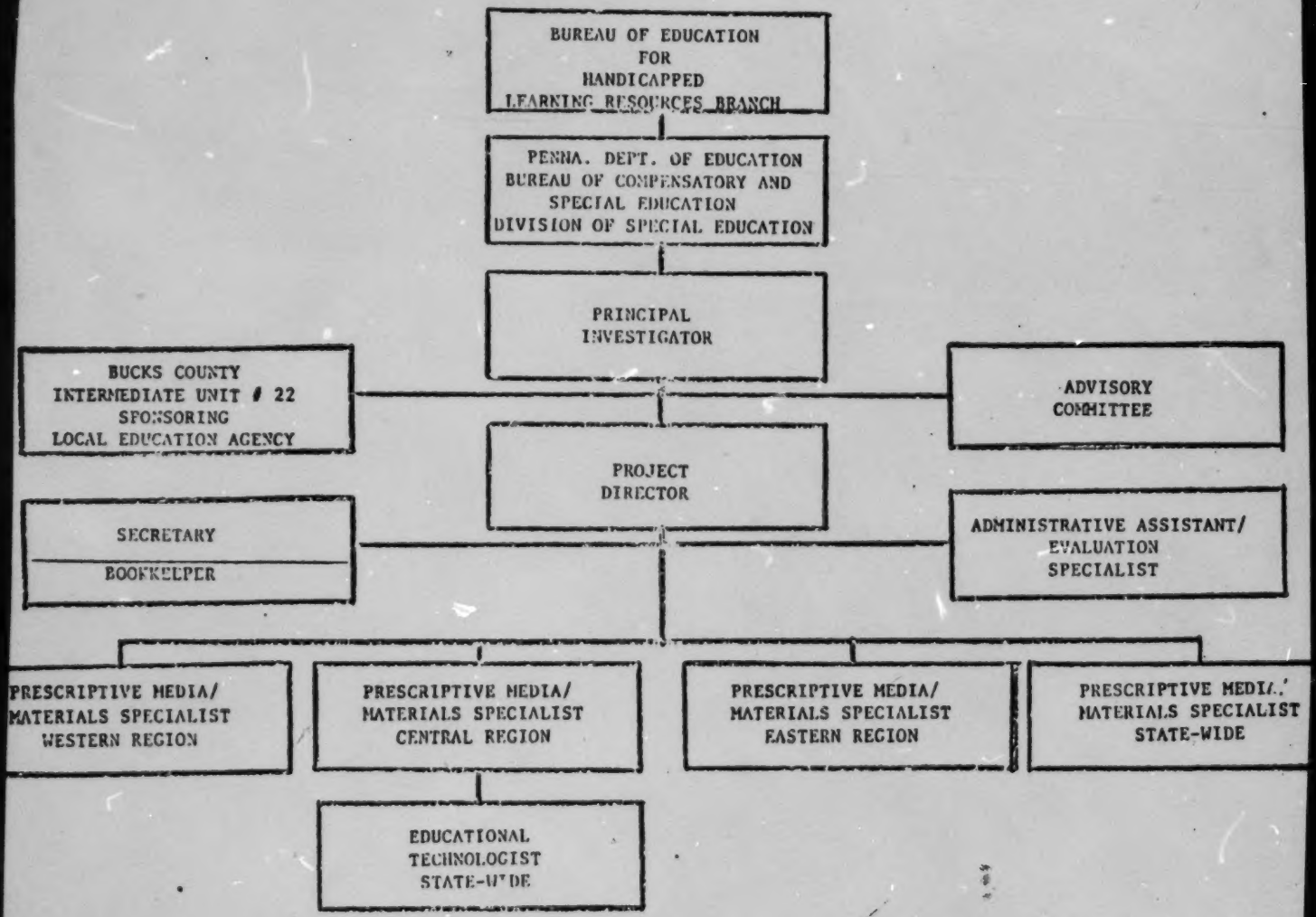


FIGURE 3

The functions and job responsibilities of each PALRC staff member are as follows:

Project Director

Person primarily responsible for the total operation of PALRC.

Responsibilities

1. Represent the project both within and out of the state.
2. Assess needs, negotiate and plan for services on a state and national basis.
3. Provide administrative and consultative support to ALRC staff.
4. Monitor PALRC service delivery.
5. Monitor staff accountability.
6. Evaluate PALRC project functions.
7. Monitor PALRC project expenditures.
8. Produce management strategies for the operation of PALRC.

Administrative Assistant/Evaluation Specialist

Person primarily responsible for providing administrative support to the Project Director and developing and implementing evaluation models and procedures.

Responsibilities

1. Design, implement and monitor PALRC accountability reporting and procedures.
2. Develop evaluation models for PALRC services.
3. Train and consult with regional personnel in evaluation procedures.
4. Participate in National Needs Assessment activities.
5. Provide technical assistance for the development and expansion of LRC services.

Prescriptive Media/Materials Specialists

Persons with primary responsibility for regional implementation of PALRC services.

Responsibilities

1. Represent the project to the Local Education Agencies (LEA) within regional assignments.
2. Provide technical assistance for the development and expansion of LRC services.
3. Provide liaison relationship to RLRC's (SERRC's) and RRC (NLRC/P).
4. Assist in the provision of media/materials usage training.
5. Disseminate child-use instructional materials-related information within regional assignment.

Information Specialist

Person primarily responsible for the provision of technical assistance and consultative support to regionally assigned PMMS's.

Responsibilities

1. Assist SEA and LRC's in the development of cataloging systems.
2. Assist in the expansion of LRC services.
3. Maintain resource file of training materials and consultants.
4. Provide liaison relationship with NCEMMH information services.
5. Assist in the provision of media/materials usage training.

Educational Technologist

Person primarily responsible for assisting regionally-assigned PMMS's.

Responsibilities

1. Assist regionally-assigned PMMS's in the development and expansion of LRC's.
2. Assist in the development of cataloging system.
3. Provide on-site assistance to Intermediate Unit LRC's as requested by regionally-assigned PMMS's.
4. Assist in the maintenance of resource file of training materials.
5. Locate information on media training materials.

Programs and Services

The prime contracting agency for the PALRC was the Division of Special Education, Bureau of Compensatory and Special Education, Pennsylvania Department of Education. Dr. William F. Ohrtman, Chief of the Division of Special Education, served as Principal Investigator for the PALRC. During the third year, this responsibility was assumed by Elain Gilvear, Chief of the Division of Federal Programs and Services. The PALRC was closely tied to and functioned in concert with the SEA. The principal investigator was responsible to his Bureau director, to the Commissioner of Basic Education, and to the Secretary of Education for the Commonwealth.

Fiscal management for the PALRC was accomplished through the sponsoring local educational agency, Bucks County Intermediate Unit #22. All employees of the PALRC were hired through I.U.#22 and received

salary and benefits through that administrative structure. All fiscal and personnel policies were determined by I.U.#22 and were adhered to by the PALRC. The Director of Special Education for I.U.#22 was the direct administrative liaison for the PALRC.

The PALRC cooperated with other special education projects and agencies in planning and providing services. The major agencies with which the PALRC worked were the three SERRC's, the Pennsylvania Regional Resource Center (NLRC/P), and CONNECT.

See Figure 4 for a glossary of terms used in this Final Technical Report.

GLOSSARY

CONNECT	Coordination and Outreach Network for the Needs of Exceptional Children Today
I.U.	Intermediate Unit
LRC	Learning Resource Center
LRCP	Learning Resource Center Program of the Bureau of Education for the Handicapped
NCEMMH	National Center on Educational Media and Materials for the Handicapped
NIMIS	National Instructional Materials Information System
NLRC/P	National Learning Resource Center of Pennsylvania Pennsylvania's Regional Resource Center in the CORRC/RRC network
PALRC	Pennsylvania Area Learning Resource Center
PMMS	Prescriptive Media/Materials Specialist
RLRC	Regional Learning Resource Center (See SERRC for Pennsylvania)
SERRC	Refers to the three Special Education Regional Resource Centers in Pennsylvania (RLRC's in Pennsylvania)

1. Eastern Regional Resource Center for Special Education King of Prussia, Pennsylvania
2. Central Pennsylvania Special Education Resource Center Harrisburg, Pennsylvania
3. Western Pennsylvania Regional Resource Center Gibsonia, Pennsylvania

FIGURE 4

STATEMENT OF WORK

September 1, 1974 - May 31, 1977

I A Assist states in local and state materials center stimulation or development

INTRODUCTION:

The major portion of ALRC activity in this element was the provision of technical assistance to Intermediate Units in the development of Learning Resource Centers (LRC's). Although the SEA did not originally encourage the development of a multitude of local materials collections, such collections were, in fact, developed. It was, and is, clear that the accomplishment of more effective services to the teacher of handicapped people requires on-site or local supportive services. Intermediate Unit Special Education programs address the concept of least restrictive environments, and special education programs are located mainly in neighborhood elementary or secondary schools. Resources for teachers in these settings are generally restricted to the media and materials purchased for their own classroom use. These media and materials may or may not be suited to the needs of an individual handicapped learner. While access to the RLRC's (SERRC's) has been designed so that any teacher can use these supportive services directly, distance and time constraints mitigate against complete and continuous usage by all Special Education teachers in the regions served. Adequate liaison or links between the individual teachers and the SERRC needed to be developed. Moreover, information on materials available at the local or Intermediate Unit level needed to be effectively provided to the teacher so that efficient use could be made of regional supportive services by the SERRC's.

The ALRC helped develop such liaisons between the I.U.'s and the SERRC's by providing training to I.U. itinerant master teachers (IMT's) or to other persons chosen by I.U.'s to serve as LRC information specialists. An I.U. Learning Resource Center is composed of those I.U.

staff members who have been trained to function as liaison with the SERRC and to provide adequate selection and retrieval services at the local level. There are two forms that have been developed for Intermediate Unit Learning Resource Centers. They are:

1. Information Retrieval Centers where information on instructional materials can be matched with specific instructional objectives for individual handicapped children.
2. Special Education Instructional Materials Centers which have small collections of materials which because of infrequent use or complexity are housed centrally or at the Intermediate Unit Office.

For Information Retrieval Centers at the I.U. level, the ALRC provided technical assistance in the development of adequate instructional materials retrieval services. Information on how to use a publishers' catalog collection effectively, how to use extant instructional materials information retrieval systems (NIMIS, SER-LARS, System FORE, Croft, EPIE, etc.), and how to select materials in the diagnostic-prescriptive process was provided by the PALRC through technical assistance and in-service training. In some Intermediate Units an Information Retrieval Center contains a publishers' catalog collection, a collection of information retrieval systems, a materials collection, and a cadre of itinerant master teachers trained in the use of such a center. Other Intermediate Units may opt for some or only partial services depending on locally perceived needs. The development of these services provides adequate liaison functions for the classroom teacher with the SERRC, and allows for the exhaustion of local and regional information services prior to the use of NIMIS.

The second type of center which has developed at the Intermediate Unit level is an Instructional Materials Center which houses a collection of materials. All Intermediate Units in Pennsylvania have not developed such collections. The state plan has not encouraged the development of small local or Intermediate Unit collections because it is considered that the proliferation of such collections would dissipate the available funds for materials, and that experienced and expert personnel could be better assembled at a regional location. In fact, these centers have developed, primarily due to administrative concern regarding the infrequent use of expensive and/or complex materials. It was logical for these administrators to collect such materials, and house them centrally with the intention of developing a selection and circulation procedure so that there would be more cost-effective use of the materials. In most cases, these collections were not adequately inventoried or cataloged. This contributed to poor circulation procedures and continued insufficient use of the materials.

In these centers, the PALRC provided technical assistance in the development of an inventory and a catalog of the collection. The catalog was developed using NIMIS cataloging fields so that the Intermediate Unit LRC would have a NIMIS-compatible catalog.

Many Intermediate Units do not maintain centralized instructional materials collections but rather have all materials located within special education classrooms. No comprehensive inventories had been developed in the past, and this lack of an inventorying system has prevented wider use of high cost materials. These Intermediate Units requested technical assistance in developing inventorying systems. Technical assistance was provided by the ALRC for the development of more effective media and materials systems which are NIMIS-compatible.

MAJOR ACTIVITIES

Allentown School District

During the 1974-75 project year, at the request of the Allentown School District's Department of Special Education, the Pennsylvania ALRC inventoried, edited and produced on computer tape an alphabetical list of all instructional materials in elementary special education classrooms throughout the school district. This list included the location and quantity of each instructional material in each classroom.

A system was developed to continue this process on an annual basis, by reviewing, editing and updating. Inventory procedures used in this project were initially developed for the State of Pennsylvania and were, in large part, adopted for the technical cataloging of materials entered into NIMIS.

MAJOR ACTIVITIES

Delaware County Intermediate Unit - Harvard Avenue

The Harvard Avenue School, a self-contained school for the learning disabled and emotionally disturbed, housed a collection of 6,000 + instructional materials in a separate center. After the Pennsylvania ALRC met with the Director of the center and the school's Principal in Spring 1976, it was determined that the following were needed: a process for inventorying the collection; a method for processing materials; a systematic weeding of unusable items; a means for organizing and accessing materials by subject or skill; a scheme for shelving; a system for borrowing; and procedures for maintaining the collection after its organization. The Pennsylvnia ALRC developed subject headings and cataloging and inventorying processes to be used in organizing the collection which represented an amalgam of a number of existing systems. Subject headings were selected so as to make them compatible with those in the NIMIS Thesaurus (1976). These systems and processes were incorporated into a manual ("Organizing an Existing Collection of Instructional Materials in Special Education - A Procedural Manual"; (See List of Products Produced, Appendix A) which was used by the ALRC to train a staff of six teachers and aides hired by the Delaware County Intermediate Unit to organize the center during Summer 1976. The ALRC provided ongoing consultation and problem solving sessions throughout the summer. The inventorying, cataloging, processing, weeding and shelving were completed by mid-summer. The ALRC provided a "mock-up" of a catalog and trained staff in the production of a catalog designed for the needs of the users of the Harvard Avenue Center.

MAJOR ACTIVITIES

Delaware County Intermediate Unit - Harvard Avenue

Prior to the opening of school in September the ALRC provided in-service to the entire staff of the school in organization, use, and maintenance of the collection of 3,000 + instructional materials.

Delaware County Intermediate Unit - Diagnostic-Prescriptive Teacher (DPT) Collection

The DPT Collection, a collection of 1,200 newly purchased materials for use by the I.U.'s Itinerant Diagnostic Prescriptive Teaching staff, was housed in an I.U. office during the 1975-76 school year. The director of the DPT services determined that essentially the same needs existed for their collection as for the Harvard Avenue center. The Pennsylvania ALRC provided the same manuals, training and consultation services for the inventorying, cataloging, processing and organization of these materials. A similar borrowing system was also established. The final inventory book was developed to serve as a catalog to the collection.

Chester County Intermediate Unit

After a number of meetings with Chester County I.U. administrators which explored the needs of the Intermediate Unit, it was decided that in the 1976-77 school year the priority would be given to the organization of the approximately 10,000 materials dispersed throughout the Child Development Center (CDC) in Coatesville, a self-contained school for all handicaps. The Principal had already inventoried the textbooks but needed a system for inventorying and organizing the rest of the instructional materials. The

MAJOR ACTIVITIES

Chester County Intermediate Unit

school's curriculum is designed around the Child-Based Information System (CBIS, a total managment system consisting of criterion-referenced measures and banks of objectives covering all aspects of the special education curriculum.) and the Pennsylvania ALRC revised its classification and organization of materials manual and accompanying procedures to be consistent with this system. Working with the Principal, an IMT and two aides, the ALRC developed a process which involved inventorying, cataloging and processing materials classroom by classroom. The ALRC provided training, problem solving and consultation throughout the six months it took to complete the task. At the end of the 1976-77 school year, all materials were removed from the classrooms and shelved and housed in two adjoining centers. The Pennsylvania ALRC helped the school establish a system for browsing, ordering, delivery and return of materials. A prototype catalog was suggested by the Pennsylvania ALRC and, together with the Principal, a final catalog was designed to match the needs of the Center's staff. Tentative plans have been made for the Pennsylvania ALRC to conduct an inservice for the CDC staff prior to the beginning of the 1977-78 school year.

Colonial Northampton Intermediate Unit

The Colonial Northampton Intermediate Unit consulted with the Pennsylvania ALRC in the spring of 1977 regarding a media and materials needs assessment and the establishment of an LRC to serve district and I.U.

MAJOR ACTIVITIES

Colonial Northampton Intermediate Unit

special educators. After the needs assessment was conducted, in the spring of 1977, services and procedures were outlined in a proposal for state funding. At this time, state funding for a Colonial-Northampton LRC is pending.

Carbon-Lehigh Intermediate Unit

The Carbon-Lehigh Intermediate Unit serves 14 school districts in two counties. Since special education media and materials services varied considerably from one district to another, and from one Intermediate Unit program area to another, the Intermediate Unit Special Education Director decided to establish an LRC to serve all special educators in both counties.

The Pennsylvania ALRC assisted the Carbon-Lehigh Intermediate Unit in updating its test file, cataloging the materials in its professional collection, increasing the size of its collection of publisher/distributor catalogs, and in extablishing a central collection of instructional materials available for loan by teachers in all Intermediate Unit operated programs. During the summer of 1976, an instructional materials catalog listing the 300 available materials was printed. On the first day of school in September, the catalog was distributed to all Intermediate Unit teachers. Loan of materials began immediately.

During the 1976-77 school year, Pennsylvania ALRC assistance focused upon providing back-up information services and training materials to the

MAJOR ACTIVITIES

Carbon-Lehigh Intermediate Unit

Itinerant Master Teacher (IMT) serving as the LRC information specialist. Also during this period, the IMT was able to double the size of the Carbon-Lehigh Intermediate Unit's publisher/distributor catalog collection by using ALRC-supplied publisher/distributor address labels.

Also during the 1976-77 school year, a number of new instructional materials were selected for purchase and subsequently added to the instructional materials collection. Over the summer of 1977 the instructional materials catalog was revised and printed. Updated catalogs will be distributed to all special education teachers in September, 1977.

Bucks County Intermediate Unit

During the second and third years of the project, the Pennsylvania ALRC assisted the Bucks County Intermediate Unit in establishing an LRC that is an information retrieval center serving special educators in 13 school districts and in Intermediate Unit operated programs. Following a needs assessment in the Spring of 1976, LRC services and procedures were developed. Materials to satisfy information needs were identified by the ALRC and were obtained for the Bucks County LRC. A Bucks County Itinerant Master Teacher (IMT) received training in the use of a variety of information retrieval systems, parenting materials and other resources over the summer in preparation for services to begin in the fall. A mail-in information request form was developed and a Bucks County LRC brochure

MAJOR ACTIVITIES

Bucks County Intermediate Unit

entitled, "Learning Resource Center", was prepared. (See List of Products Produced, Appendix A). In August, September and October, brochures and information request forms were distributed to special education teachers, supervisors and administrators throughout Bucks County. During fiscal year 1977, the Pennsylvania ALRC provided ongoing support and technical assistance to the Bucks County LRC in addition to providing resources, materials and secretarial/clerical assistance.

School District of Philadelphia

During the fall of 1975, the Pennsylvania ALRC and the School District of Philadelphia conducted an informal needs assessment regarding special education media and materials needs. It was determined that a series of inservice training seminars would be necessary in order to train an initial group of special education trainers/information specialists. These trainers/information specialists would, in turn, train others while serving as resource specialists to special educators in specific program areas or in particular school buildings. Initially, the program was designed for a selected group of Resource Room teachers, but at the request of several program supervisors, personnel from a wide variety of special education programs were included.

Philadelphia LRC Training Seminars were held on a monthly basis from January through June of 1976. Each seminar focused upon a different area of LRC service. The materials, procedures and other resources required to provide specific services were examined by LRC Training Seminar participants

MAJOR ACTIVITIES

School District of Philadelphia

during the training sessions (See ID for more details on these Training Seminars). Between these monthly meetings, participants provided services on a trial basis to small numbers of special educators in order to discover potential problems and to gain experience in meeting the media/materials needs of special educators in the School District of Philadelphia.

At the April LRC Training Seminar a Pennsylvania ALRC document entitled Instructional Materials Information: An Introduction to Selected Resources (See List of Products Produced, Appendix A.) was distributed to LRC seminar participants. At the final Philadelphia LRC Training Seminar in June of 1976, a questionnaire was completed by all training seminar participants. This questionnaire provided an opportunity for participants to evaluate their own competencies as information specialists and also provided participants with the opportunity to rank potential LRC services as either: (A) extremely important, (B) relatively important, or (C) of little or no importance. The results of this evaluation are summarized in a document entitled Philadelphia Learning Resource Center Training Seminars: Evaluation Report. (See List of Products Produced, Appendix A.) The results of the questionniare were also used in preparing a proposal for establishing a permanent Philadelphia Learning Resource Center. This proposal is included in the document specified above.

During the 1976-77 school year, Pennsylvania ALRC efforts included training LRC participants how to inventory and catalog the information retrieval resources and materials purchased for the Philadelphia LRC, and providing consultation and technical assistance to support Philadelphia's special education information needs.

MAJOR ACTIVITIES

School District of Philadelphia

Another major effort during fiscal year 1977 was to obtain funding for a permanent center. Funding was sought from the School District, the State, and from the Bureau of Education for the Handicapped. A proposal was prepared by ALRC and school district personnel and was submitted to BEH.

Pittsburgh/Mount Oliver Intermediate Unit #2

The Pennsylvania ALRC responded to Pittsburgh I.U.'s request for assistance in identifying and inventorying instructional materials in their Educational Service Center (ESC) project. These centers, located in five different schools, serve as diagnostic-prescriptive centers for a multi-categorical program, and their staff provide support to the mainstream teachers. Each center housed 500-600 instructional materials. Through consultations with the ESC staff and other I.U. personnel, the following needs were determined: a process for inventorying the collection, a means for organizing and accessing materials by subject or skill, and procedures for maintaining the collection after its organization. The Pennsylvania ALRC worked with the ESC staff to develop subject headings and cataloging and inventorying processes based on ALRC experience in Delaware County and other systems. Pittsburgh Intermediate Unit provided five teachers and an aide for two weeks of concentrated work in the summer of 1976 to prepare the inventory information. A card file system was decided upon, and the staff wrote the abstracts for about 500 materials. Each item was then identified by location, giving a comprehensive inventory

MAJOR ACTIVITIES

Pittsburgh/Mount Oliver Intermediate Unit #2

for the centers. The Pennsylvania ALRC provided technical assistance and training in preparing the cards and secretarial/typing assistance. With the cooperation of the Western SERRC the cards were printed, duplicated and collated. In the fall of 1976 each ESC received in-service training from the Pennsylvania ALRC in the use and retrieval of information from this card file.

Lancaster-Lebanon Intermediate Unit

During the 1975-76 school year, ALRC staff members met with the Director of Special Education to assess needs and explain ALRC services. Following the initial and subsequent meetings and planning sessions, the ALRC was asked to provide technical assistance, training, and consultation in the development of a Special Education Materials Center to serve the Intermediate Unit.

Initial efforts were directed toward completing an inventory of holdings and providing a materials catalog. The ALRC provided a procedural manual for conducting the inventory, Procedures for Inventory, (See List of Products Produced, Appendix A.) and supplementary staff for completing the process during the summer of 1976.

In the fall of 1976, a catalog was produced and distributed to the professional staff. To assist the effort, the ALRC provided a document entitled Procedures for Catalog Preparation (See List of Products Produced, Appendix A.) and clerical assistance in typing.

MAJOR ACTIVITIES

Lancaster-Lebanon Intermediate Unit

The ALRC provided extensive training in the inventory/catalog process and in the operation of a Learning Resource Center. A document entitled Learning Resource Center Plan (See List of Products Produced, Appendix A.) was developed to serve as a basis for the operation of the center. Weekly site visits were made by ALRC staff to provide on-going consultation to the manager of the center throughout the 1975-76 and 1976-77 school years. Training and consultation was provided in all aspects of Learning Resource Center operations including information retrieval, establishing a professional collection, using the ALRC/NCEMMH network, circulation procedures, and ordering new materials. To assist in this last effort, the ALRC prepared a manual entitled, Procedures for Ordering Commercially Available Materials (See List of Products Produced, Appendix A.). This manual contains a form for teachers to complete indicating their instructional materials needs, plus suggested procedures for locating materials to meet these needs (e.g., contacting the Central SERRC, searching publishers' catalogs, and doing a NIMIS search). After the teachers were surveyed and their materials needs tallied, LRC staff determined whether appropriate materials were available, either at the LRC or at the Central SERRC. If materials were not available, publishers' catalogs and other information resources were consulted to locate needed materials. Within budget constraints, materials were purchased to be housed in the LRC.

MAJOR ACTIVITIES

Capital Area Intermediate Unit

ALRC activities were directed toward the development of two Learning Resource Centers in the Capital Area Intermediate Unit. One is a Learning Resource Information Center designed to assist staff in locating information about media and materials in special education. The initial foundation of this LRC was an existing collection of 600 professional materials, 300 of which had been cataloged using the Dewey Decimal System. The ALRC developed a manual, Simplified Cataloging and Processing of a Professional Collection Using Modifications of the Dewey Decimal System and Sears Subject Headings, (See List of Products Produced, Appendix A.) and provided training so that the remaining 300 materials could be cataloged.

I.U. staff wished to develop an LRC that made use of the existing professional materials and also provided a wider range of information services. The ALRC prepared a plan for the LRC that described how additional services could be provided, and then assisted I.U. staff in obtaining the resources necessary for providing these services. A publishers' catalog collection was developed, using the procedures and the 500 mailing labels provided by the ALRC (See ID). The ALRC also recommended many resources that provide information for selecting instructional materials, and the I.U. purchases these resources.

The second LRC in Capital Area I.U. is a collection of instructional materials. The I.U. requested ALRC assistance in inventorying and cataloging the approximately 400 materials in this Center. The ALRC

MAJOR ACTIVITIES

Capital Area Intermediate Unit

provided a manual describing both inventory procedures and catalog production. During weekly site visits to the LRC, ALRC staff provided consultation and assistance in these tasks. The inventory was completed in June, 1977. The catalog is being prepared and will be distributed to teachers in September.

Development of Brochure and Media Packages

In the first year of the project an initial attempt was made to develop a brochure that would describe the components of the resource system in Pennsylvania. The brochure described the activity of the three regional materials centers (SERRCs), and the National Learning Resource Center of Pennsylvania, composed of the RRC and the ALRC. Despite its being a good initial step in defining the resource system and its functions, it did not have great impact. The structure and function of the resource system was still in flux and such a definitive brochure was premature. The Pennsylvania Special Education Resource System has better definition as of August, 1977. A unified brochure of the Resource System could now be developed.

During the second year of the project it was determined that a media presentation to briefly describe the workscope and major activities of the Pennsylvania ALRC was needed. A three-minute slide/tape presentation was developed. The following year it was revamped and revised to better reflect the ALRC's current workscope and major projects. A brochure was also written which described the major services of the

MAJOR ACTIVITIES

Development of Brochure and Media Packages

Pennsylvania ALRC (See List of Products Produced, Appendix A.)

Special Education Resource System

Throughout its existence, the ALRC has initiated and been instrumental in the development of a Special Education Resource System which is based upon a full services model in the Commonwealth of Pennsylvania. Prior to the involvement of the ALRC, resource services in special education were provided through three Special Education Regional Resource Centers, the RRC (NLRC/P), and other centers, projects and agencies. Direction and coordination of these centers, projects and agencies were not based on a continuum of services and clients were often confused as to "where to go for what". While the three SERRC's, NRLC/P and the ALRC Directors held regularly scheduled meetings, communication generally ocurred on an informal basis.

The Director of the ALRC, through meetings with SEA officials, initiated the development of a full services model, and through regularly scheduled meetings of Resource Directors, a Special Education Resource System has been initiated. To facilitate communication among staff members of the Resource System, the ALRC produced the Pennsylvania Special Education Resource System Directory of Personnel (See List of Products Produced, Appendix A.). This document has been disseminated to Intermediate Units, School Districts and Special Education Departments at universities in Pennsylvania. While such a directory requires periodic revision, its impact serves as an initial, concrete effort towards the unification of the Special Education Resource System.

MAJOR ACTIVITIES

Special Education Resource System

The position of "Coordinator of the Special Education Resource System" has been developed in the SEA to insure that the initial steps taken can further develop into a unified, viable resource system to serve handicapped learners, their teachers and parents.

Allentown School District

As a result of the ALRC-produced instructional materials inventory, special education teachers in Allentown are able to borrow needed instructional materials from other special education classrooms. Administrators are now able to approve/disapprove purchase orders with full knowledge of the present availability of particular instructional materials. Single copies of expensive materials can be purchased and field-tested before the school district commits itself to purchasing multiple copies of a new material.

Delaware County Intermediate Unit - Harvard Avenue

By August, 1976 the collection of 3,000 + items had been weeded, cataloged, inventoried, processed and shelved. The result of these activities was an organized and more physically attractive materials center. Incomplete kits and outdated materials were relocated and were made available to teachers for their permanent use. Because of extreme shortage of typing assistance the catalog was never completed. However, the inventory book was duplicated and was made available to users of the center as a means to accessing materials by subject or skill area. The newly organized and efficiently run center enabled the entire staff to locate and borrow materials appropriate to their needs. Materials which had been on the shelves but never used were now being borrowed. More materials were being used by more teachers.

Delaware County Intermediate Unit - Harvard Avenue

Weaknesses in the collection (e.g., time telling, calendars, music) were easily identified, allowing the Director of the Center to use her limited budget more efficiently and to order materials in a more organized fashion. The borrowing system encouraged teachers to return materials more regularly and in turn the teachers were able to easily locate materials when they were out on loan. The center now functioned so that if the Director was absent or unavailable for assistance, a teacher could independently locate and borrow a variety of materials appropriate for specific child or classroom needs. Students from nearby colleges often use the center as a source for examining materials useful to special educators; they, too, have found the new organization of great assistance.

RESULTS / CONCLUSIONS

Delaware County Intermediate Unit
Diagnostic-Prescriptive Teacher (DPT) Collection

The DPT collection was fully inventoried, cataloged, processed and organized prior to the 1976-77 school year. It was housed to make the materials easily accessible to the staff without the assistance of any other personnel. The borrowing system provided an up-to-date record of where materials could be found and whom to contact:-valuable features for an itinerant staff having only sporadic contact with each other.

Delaware County Intermediate Unit
Diagnostic-Prescriptive Teacher (DPT) Collection

The director of the program was able to use the inventory which is arranged by skill and/or subject area as a guide for ordering duplicates of high-use items (information on usage is obtainable from circulation cards) or for purchase of materials in weak areas of the collection. The inventory book provides the director and staff with an important record of the contents of the collection which, because of the nature of the program, is dispersed to a large number of classes and is physically together only at the end of the school year. This inventory and the accompanying cards provided important information in retrieving the materials at the end of the 1976-77 school year, keeping loss and non-returns to a minimum.

Chester County Intermediate Unit

As of June of 1977, 3,000 + instructional materials (excluding consumable items) were inventoried, cataloged and processed in each of the 25 CDC classrooms. All materials were shelved in two centralized materials libraries, one a browsing and loan center for math and reading, the other a loan center for all other materials. The materials were organized and assigned numbers and classifications according to the Child-Based Information System strands.

Chester County Intermediate Unit

The teachers will, therefore, be able to identify and retrieve materials to meet objectives in all strands of this system either by browsing through the center or by using catalogs which will be placed in key locations throughout the school and filling out request slips for items needed. Aides have been assigned to manage the two centers including the borrowing and materials delivery system.

The advantages of having an organized, cataloged and inventoried collection of materials are similar to those stated for Delaware County. However, the added impact of the Chester County approach is that no materials will remain inside teachers' closets, unknown and unused by the entire school. A centralized collection will offer teachers a variety of materials appropriate to each objective in contrast to the old system where the only items available to them were those in their own classrooms. Each item should therefore, receive maximum usage. Ordering will be done according to areas of high usage or where there are weaknesses in the total collection. Ordering of unneeded multiple copies will be eliminated. Aides will maintain the materials and will replace missing or broken pieces, thereby insuring the teachers that they will always get complete and usable items.

The CBIS Classification system for materials. the centralized approach to materials housing and distribution, and the entire CDC organizational approach is now of vital interest to Chester County Intermediate Unit as a whole. It is entirely possible that materials throughout the I.U. will be organized in a similar way and will be made accessible to the entire I.U. staff via a union catalog.

Colonial Northampton Intermediate Unit

While a proposal for a Colonial Northampton LRC has been prepared, funding for this center may or may not be forthcoming.

Bucks County Intermediate Unit

The Bucks County LRC began responding to requests from special educators in the fall of 1976. The Bucks County LRC Itinerant Master Teacher (IMT), who served as the Information Specialist, identified instructional materials, assessment materials, training materials and parenting materials to meet the needs of clients in all special education program areas and in all 13 school districts in Bucks County. Most requests for information were satisfied within one week's time. In addition, a variety of inservice programs were conducted by the IMT dealing with diagnostic-prescriptive materials and approaches; parenting materials; the selection, evaluation and use of instructional materials for handicapped learners; and the creation of a publishers' catalog collection at the district/school building level. By acting as a liaison between Bucks County special educators and the regional and State special education resource centers (ALRC,NLRC/P, Eastern SERRC, Project CONNECT), the Bucks County LRC Information Specialists was able to assist a large number of clients in obtaining information, services and materials from the appropriate regional or State center.

Carbon-Lehigh Intermediate Unit

By consolidating special education media and materials services and by making the provision of all of these services the responsibility of one individual, the Carbon-Lehigh Intermediate Unit was able to provide its teachers with a simple and effective procedure for obtaining media and materials services. Results include the establishment of a one-stop information/materials center and a simplified procedure for borrowing instructional materials, diagnostic tests, and professional materials. Hundreds of instructional materials requests were satisfied during the inital year of operation, thereby allowing teachers the opportunity to field-test materials prior to purchase.

School District of Philadelphia

The 1976 LRC Training Seminars resulted in a comprehensive understanding of Philadelphia's special education media and materials needs and a coherent plan for establishing a permanent Philadelphia Learning Resource Center. Unfortunately, despite efforts by both the Pennsylvania ALRC and the School District's Division of Special Education, funding was not obtained from either the School District or the Bureau of Education for the Handicapped.

The major effect of the LRC Training Seminars was in training an initial core of LRC information specialists who were in turn able to provide information services, materials and training to other special education teachers throughout the School District of Philadelphia.

School District of Philadelphia

A related result was the creation of a collection of information retrieval systems and other related instructional/curricular resources and training materials.

Another area in which the effects of the Philadelphia LRC Training Seminars will soon become evident is the area of IEP preparation and training. Those professionals who participated in the LRC Training Seminars will assist in IEP preparation and training in most of the special education programs operated by the Philadelphia School District.

Pittsburgh/Mount Oliver Intermediate Unit #2

In September of 1976 the Pittsburgh Intermediate Unit #2 had a card catalog system identifying 500-600 instructional materials, with location, purchasing and usage information. Until this file was established, the I. U. had only purchase order slips to identify materials. The card file system enables the Education Service Center to select materials by subject and skill headings and provides inventory procedures to maintain the collection. The staff can quickly spot weaknesses in the system to make efficient purchase decisions.

Lancaster-Lebanon Intermediate Unit

As a result of ALRC activities, Lancaster-Lebanon Intermediate Unit was better able to utilize special education media and materials. Circulation records demonstrated a dramatic increase in the use of materials which were unavailable for circulation prior to the development of the Center, and therefore were under-used. A para-professional, through ALRC assistance, training and consultation, was able to manage and operate the Center.

The ALRC staff and resources enabled the Intermediate Unit to improve its procedures for selecting and ordering instructional materials and broadened the information base for retrieving information about media and materials for special education.

Capital Area Intermediate Unit

Capital Area Intermediate Unit is now able to systematically respond to requests for information about media and materials in special education. The Learning Resource Information Center, through the part-time assignment of a professional staff member, responds to written or phoned requests through the resource collection and procedures recommended by the ALRC.

The instructional materials are inventoried, organized and cataloged to insure greater use by the staff. Prior to ALRC assistance the materials collection was unorganized, and use of the materials relied solely upon the individual teacher's awareness of what was available.

Development of Brochure and Media Packages

The slide-tape presentation was developed and used to introduce the Pennsylvania ALRC to potential clients, the LEA School Board and audiences attending regional and state meetings. The use of a mediated presentation was found to help the audience clarify the distinctions and relationships between the ALRC and other state projects. The single-page brochure (See List of Products Produced, Appendix A) was distributed to LRC's, to clients at workshops, to other special education projects, to participants of state-wide conferences and regional meetings, and was mailed to Special Education Directors, Coordinators and Supervisors within each Intermediate Unit. The brochure was included in information packets distributed at initial conferences when the ALRC staff met with the I. U. Special Education Directors in order to determine their needs for ALRC assistance. The brochure acted as the ALRC's "calling card" in identifying the names and addresses of the Prescriptive Media and Materials Specialists (PMMS's) serving the three regions of the state. Many of the requests made for ALRC assistance indicated that the brochure had provided the caller with information.

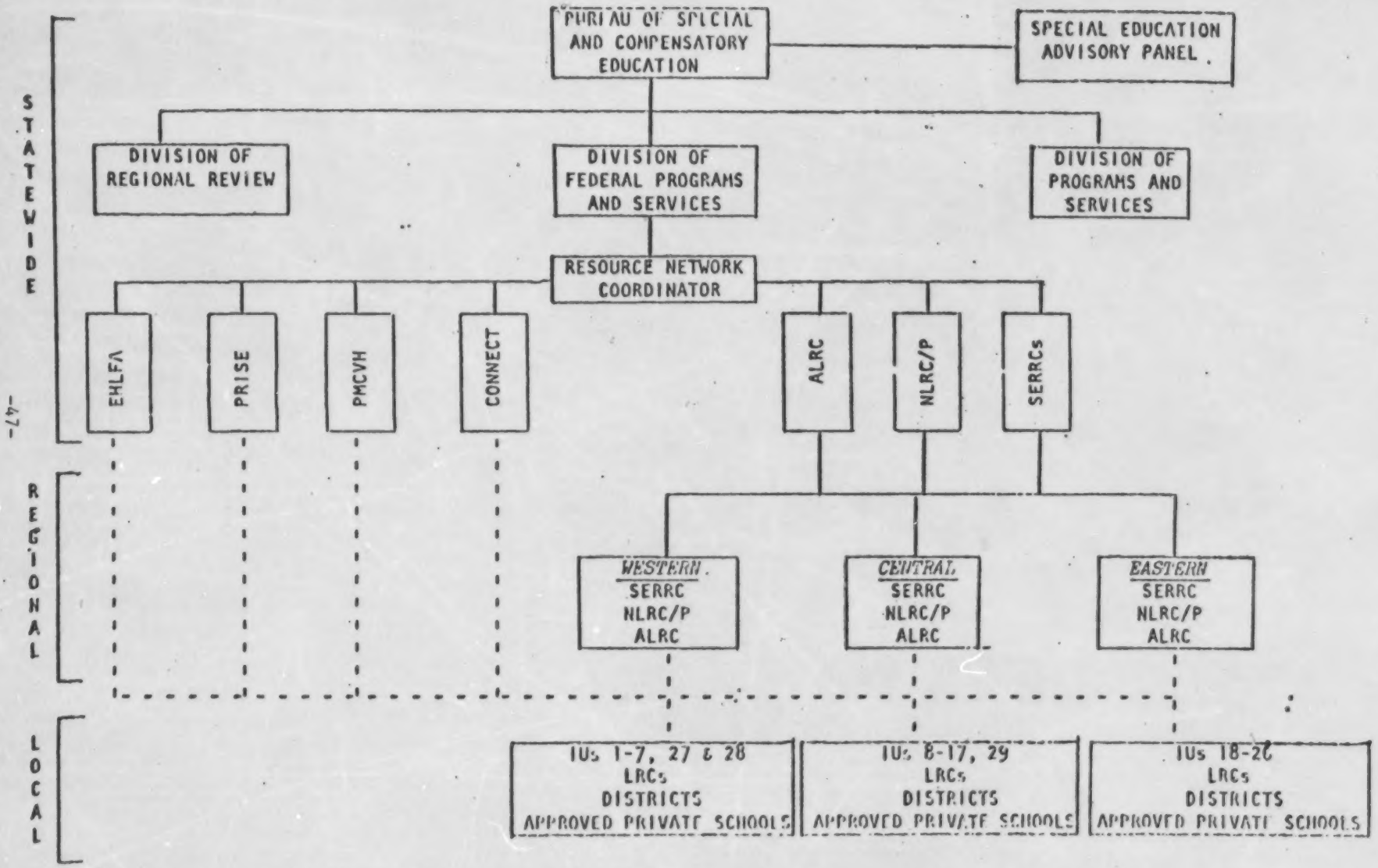
Special Education Resource System

Pennsylvania has a Special Education Resource System with services based upon a full service model in special education. A resource system coordinator will be employed by the SEA to provide direction to the member agencies within the system.

Special Education Resource System

Clients in local education agencies will gain a clearer understanding about what services are available. Communication among the members will continue through scheduled meetings and the Resource System will be better able to meet needs in special education. See Figure 5 for the model of the Special Education Resource System.

PENNSYLVANIA SPECIAL EDUCATION RESOURCE SYSTEM



*NOTE: Solid line indicates service planning
Broken line indicates service delivery

Figure 5

I A RECOMMENDATIONS

Although there is a great need for materials services at the I.U. level, most I.U.'s do not have either the technical knowledge or the time to develop LRC services on their own. The ALRC was the one agency in Pennsylvania that provided the necessary technical assistance for the development and expansion of a wide variety of LRC services. Now that this source of assistance will no longer be available, the SEA should provide the assistance. During FY 1977, the ALRC took the lead in stimulating the development of a Special Education Resource System (SERS) in Pennsylvania. For this System to truly serve the needs of special education students, materials services must be readily available at the local level. The I.U.'s that were assisted by the ALRC can now provide materials services, but many more I.U.'s need to develop such services.

There should be a state plan for the development of materials services in a coherent and unified fashion, so that all I.U.'s would be able to provide basic needed services, with the SERRC's providing back-up services. Currently there is a great deal of discrepancy among I.U. LRC's, both in the kinds of services provided and in the numbers of teachers they can serve effectively. Also, of course, many I.U.'s have no LRC of any type. There will be an increased demand for materials services during the 1977-78 school year, as teachers will need to locate materials to help teach objectives stated in IEP's. The SERRC's cannot fulfill all of these materials needs. The Coordinator of the SERS should have the task of developing regional and local materials services to the point where each special education teacher can obtain readily the needed materials and/or materials information.

In developing a state plan for materials services, it would be wise to study states that have already developed a state-wide system of local and regional materials services (e.g., Texas). Such a study would enable Pennsylvania to learn the strengths, weaknesses, and problems of existing systems, and thus to avoid common problems and weaknesses.

I C Provide SEA and LEAs with consultation on educational technology related to special education materials usage.

MAJOR ACTIVITIES

Consult with LRCs regarding the selection of materials: LRCs which were developed with technical assistance from the ALRC (see I A) received on-going consultation and training regarding the selection of instructional media and materials for handicapped learners. Major activity was devoted to establishing a diagnostic/prescriptive procedure for the materials selection process in LRCs. The ALRC consulted with each LRC to determine the most appropriate way of classifying the media and materials, and then developed an inventory and cataloging system for the LRC. Although the systems varied somewhat, all included basic information about curricular area, format, and instructional level - information which would permit materials to be selected on the basis of pupil assessment data.

In the initial project year, the ALRC provided consultation in the development and use of a Special Education Resources-Location Analysis Retrieval System (SER-LARS), which included a procedure for materials selection based upon learning objectives. The SER-LAR system was a computer-based retrieval system designed to provide information to special educators implementing an ALRC/RRC developed diagnostic/prescriptive model.

In the second and third project years, the ALRC broadened its approach to the provision of consultation and training regarding the selection of materials.

LRCs were trained and advised on procedures to develop catalogs of holdings so potential users were aware of what materials were available locally and were informed on basic information about the appropriateness for the materials usage (e.g. level, format, curricular area). LRCs were advised and trained in establishing publisher catalog files and were trained in procedures to develop, organize and use the publisher information through a procedural manual and an indexing system, Special Educator's Guide to Publishers' and Distributors' Catalogs. (See ID)

The ALRC was also active in providing consultation and training to LRCs in their utilization of the three Special Education Regional Resource Centers (SERRCs) located within Pennsylvania. The ALRC advised and trained staff in client LRCs in the development of a "back-up" relationship with the SERRCs from where materials could be selected when local resources were not sufficient.

The development and availability of NCEMMH/SO resources provided other areas of ALRC consultation and training to LRCs, primarily through the National Instructional Materials Information System (NIMIS). The ALRC explained the purpose and function of NIMIS, and explained that LRCs could request NIMIS searches through the SERRCs. LRCs were also trained to use SOMD catalogs and to make SOMD requests through the ALRC.

Consult with LRCs regarding the operation of LRCs: Each LRC which was established with ALRC technical assistance (see IA) received on-going consultation about its operation. ALRC staff developed operational materials, wrote technical reports, made site visits, and maintained both written and telephone contact with client LRCs.

The general topics of the consultation included:

development of operational plans
inventory procedures
cataloging procedures
information retrieval
circulation policies and practices
production/adaptation of materials
use of SERRCs
use of NCEMMH/SO/ALRC network

Each LRC was developed to meet the particular needs of the I.U. it served and, therefore, the LRCs differed in aspects of their operation. The ALRC provided a wide range of consultative services to insure that the LRC was developed to serve the I.U. rather than exist as an ALRC-sponsored activity. This approach was employed to enable LRCs to be seen as integral services of the I.U. and to continue beyond the termination of the ALRC project.

Consult with LRCs regarding inservice training: LRCs which were developed and expanded through ALRC technical assistance and consultation (see IA) were stimulated to provide inservice training to staff members within the region served. The ALRC provided consultation to the LRCs offering inservice training through the provision of information about training procedures and techniques, identification and location of appropriate training materials and participation by ALRC staff members at the request of the LRC (see ID). The primary area of emphasis of ALRC consultation was inservice training regarding special education materials usage. The ALRC prepared a manual, Selecting Special Education Instructional Materials: a Workshop Guide, to assist trainees in planning and providing inservice programs.

In the initial project year, the ALRC was active in providing inservice training to clients on topics ranging from diagnostic/prescriptive procedures to using the SER-LAR System. In the second and third project years, the ALRC emphasized a change-agent approach to inservice training through which the effectiveness of ALRC consultation could be expanded. Through the change-agent model, the ALRC supported inservice training endeavors of the LRC by providing consultation to the sponsoring LRC, which in turn provided training to teachers and support personnel.

The ALRC provided consultation, participated in and co-sponsored inservice training with Pennsylvania's Special Education Regional Resource Centers which are the primary resource for inservice training on special education materials usage.

Consult with NLRC/P: In the initial project year, the ALRC provided extensive consultation to the RRC (NLRC/P) regarding the design and development of a Special Education Resource-Location Analysis Retrieval System (SER/LARS). This system was designed to serve as a resource to meet the information needs of special educators who were implementing a diagnostic/prescriptive model. Included in SER-LARS were information reports which provided indentifying, analytical, historical and evaluative information about instructional materials. The ALRC collaborated with the NLRC/P in the development of a diagnostic/prescriptive model and the design of training and support activities for affiliated LEA staff who implemented the model in the instruction of handicapped students. ALRC consultation was directly available to the NLRC/P through staff assignment and organizational structure.

Workscopes and major activities were co-planned and implemented by staff members of each program in an attempt to develop an LRC concept at the SEA level.

In subsequent project years, consultation was provided to NLRC/P in a less direct manner, i.e., the ALRC became more attentive to the NCEMMH/SO/ALRC workscope and staff relationships were altered to enable the ALRC to perform its functions. The location of ALRC staff members in close proximity (offices were shared in two locations) provided ample opportunity to consult with NLRC/P staff about common clients and endeavors. The ALRC provided consultation in the development of a competency-based training program for teachers, in topics relating to IEP development and training, and in parent involvement training.

Develop SERS Staff Directory: The Pennsylvania ALRC compiled and produced a directory of staff members at all centers or projects comprising the Special Education Resource System (SERS). The SERS is supported by the Bureau of Special and Compensatory Education of the Pennsylvania Department of Education. It is composed of projects and programs funded by the Commonwealth of Pennsylvania and by the Learning Resources branch of the Bureau of Education for the Handicapped, United States Office of Education. Services provided through the Resource System benefit exceptional children and those involved in providing their education. The compilation and production of the Staff Directory summarized for the first time information on all centers within the SERS. The directory lists primary job responsibilities and geographical area of each staff member and is intended to facilitate communication among SERS members and to identify members for potential clients.

RESULTS / CONCLUSIONS

Consult with LRCs regarding the selection of materials: LRCs were developed in Pennsylvania (see 1A) with vastly improved procedures for the selection of materials for educating handicapped students. LRCs were better equipped to select instructional resources from local, regional and national information sources through ALRC consultation. Selection processes which were primarily unsystematic and not based on diagnostic/prescriptive techniques were replaced by processes which were more systematic and would insure the selection of materials based on individual student needs.

Consult with LRCs regarding the operation of LRCs: LRCs were developed and operated to meet the needs and to capitalize on the resources available within the I.U. and to continue to provide services beyond the withdrawal of ALRC consultation. ALRC assistance enabled LRCs to begin operating smoothly and to provide a variety of services not formerly available in the I.U.

Consult with LRCs regarding inservice training: LRCs and SERRCs were informed about and provided with ALRC consultation regarding inservice training on the selection of instructional media and materials for handicapped learners. Inservice training was improved through ALRC consultation, and this training helped special educators to be more informed about the availability of training materials and to improve their ability to select materials.

Consult with NLRC/P: Services to clients in Pennsylvania were improved as a result of ALRC cooperation with NLRC/P.

Many training activities were co-sponsored by the two projects, and clients benefited by receiving the expertise of the two separate, but coordinated, projects.

Develop SERS staff directory: Pennsylvania has a directory which will stimulate and facilitate the exchange of information among SERS members and provide information to potential clients who, without the directory, might be uninformed.

RECOMMENDATIONS

Consult with LRCs regarding the selection of materials: Further development and training in procedures for selecting materials for handicapped learners is needed in Pennsylvania. Local materials collections require inventory/catalog procedures that will enable educators to select materials through diagnostic/prescriptive procedures. Without the ALRC to provide this kind of training, the SERRCs should assume the task of assisting I.U.s to develop materials selection procedures.

Consult with LRCs regarding the operation of LRCs: Pennsylvania requires the services of an agency or program to furthur the development of I.U.-sponsored LRCs. There is a need for a systematic and organized approach for the development of an LRC in each I.U. in Pennsylvania; this can best be achieved through the availability of an agency whose primary responsiblity is to enhance LRC development.

Consult with LRCs regarding inservice training: Special educators require furthur training on special education materials usage.

LRCs and persons providing such training require the availability of a resource center or agency which is primarily concerned with instructional materials for the handicapped to provide them with consultation on the design, development, implementation and evaluation of the inservice training.

Develop SERS staff directory: The directory should be updated each year and further expanded to include descriptions of services of member agencies, projects and programs.

ID Develop capacity for conduct of (or participation in) media and Materials conferences and workshops.

MAJOR ACTIVITIES

Workshops:

The ALRC has conducted, or assisted in conducting, 121 workshops on a wide variety of topics related to media and materials for the handicapped. Over 3900 people have been trained in these workshops. The audiences for the workshops included Intermediate Unit and school district personnel, as well as personnel from the SERRC's and other state projects. Examples of the types of workshops provided are:

1. Resources for selecting instructional materials for individual handicapped students.
2. Individualized instruction: writing objectives, developing prescriptions, and choosing materials.
3. Resources for professionals working with parents of handicapped individuals.
4. Public Law 94-142.
5. Individualized Education Programs.
6. Procedures for inventorying and cataloging a collection of instructional or professional materials.
7. Methods and materials for diagnostic/prescriptive teaching.

During 1976, the ALRC provided a series of six training seminars for personnel from Philadelphia who were selected to help establish a Learning Resource Center. The training seminars, designed to give the participants a firm foundation in operating an information retrieval LRC, covered the topics of:

1. defining the services to be offered by the LRC
2. using existing services and agencies within Philadelphia and the State
3. ordering information retrieval resources, establishing a publishers' catalog collection, and following Philadelphia's procedures for ordering classroom materials
4. using the information retrieval resources that were ordered (for this seminar the training guide, Instructional Materials Information: An Introduction to Selected Resources was developed.)
5. applying diagnostic-prescriptive models to the selection of media and materials
6. using the services of the Pennsylvania ALRC, the ALRC/SO/NCEMMH network, and the Philadelphia LRC.

During 1977, the ALRC and other members of the Pennsylvania Special Education Resource System conducted ten regional meetings to inform I.U.'s about state special education standards, IEP development, and the Resource System.

Training Materials:

To support the workshops provided, the ALRC often develop training materials or products. Examples of these are:

1. Selecting Instructional Materials: An Annotated Bibliography of Resources
2. Instructional Materials Information: An Introduction to Selected Resources
3. Annotated Bibliography of Materials Useful for IEP Training

4. Organizing a Professional Collection in Special Education: A Classification System and Procedural Manual
5. Organizing an Existing Collection of Instructional Materials in Special Education: A Procedural Manual
6. Selecting Special Education Instructional Materials: A Workshop Guide
7. A series of several training packets on diagnostic-prescriptive teaching and the use of SER-LARS
8. simulations to illustrate the need for parenting resources
9. simulations to illustrate the need for NIMIS searches
10. a training handbook for staff at the Pittsburgh Educational Service Centers.

Conferences:

ALRC staff attended and participated in many media and materials conferences. Among these were:

1. Annual meetings of the Pennsylvania Federation of the Council for Exceptional Children
2. Annual meetings of the Pennsylvania Association for Children with Learning Disabilities
3. Annual meetings of the Pennsylvania Psychological Association
4. Mainstreaming Conferences I (1975) and II (1976). These conferences were sponsored cooperatively by the ALRC, NLRC/P, CONNECT, and the SERRC's
5. Conferences sponsored by CONNECT for I.U. Case Managers and Information Managers
6. Leadership Conference for Special Educators

7. Conference for Educators of the Visually Impaired

8. NCEMMH Symposia (Columbus, Ohio)

9. Parenting Skills Training Materials Conference (Houston, Texas)

10. Special Education Resources Conference (San Antonio, Texas)

ALRC personnel have made 15 conference presentations.

Collection of Training Materials: The ALRC has a collection of over 300 professional materials used for training: instructional materials information retrieval resources, general reference materials, training manuals, etc. These materials are all cataloged by a system developed by the ALRC Information Specialist. The materials have been used in workshops and consultations, and have been loaned to clients who are involved in training.

Bibliographies of training materials available at the three SERRC's were compiled and used by ALRC staff and clients to locate materials.

Collection of Parenting Materials: The ALRC developed a collection of over 600 materials for its Resources for Professionals Working with Parents Project. The goal of this Project was to identify and create awareness of the variety of materials that are available for training professionals who work with parents of handicapped children. Materials that fit this goal were identified by consulting bibliographies, special education journals, and publishers catalogs, by examining the materials in the Parent Information Center in Austin, Texas, and by soliciting recommendations from national agencies, federal projects, and individual professionals. The materials ordered for the collection were in three categories:

1. materials to train the professional working with parents

(e.g., a videotape simulation of a parent-teacher conference)

2. materials for the professional to use in training parents (e.g., a workshop kit designed to teach child management skills)
3. materials for use by parents without the aid of the professional (e.g., a manaul to teach toilet training)

The materials are in a variety of formats, e.g., multi-media kits, books, films, and pamphlets. An extensive film collection was not developed because the three SERRC's have large film collections; however, the SERRC catalogs were analyzed for films that are especially appropriate for training parents, and some of these films were ordered.

All of the materials were cataloged using the ALRC's classification schedule for professional materials. Each item was then analyzed for its content and reading level, and a descriptive abstract of the material was written. This information and the bibliographic data (title, author, publisher, copyright date, cost) were used to make up a fact sheet for the item.

To supplement the materials collection, the ALRC also contacted agencies serving the handicapped and obtained examples of their pamphlets, newsletters, and descriptions of services available to parents of the handicapped or to professionals working with these parents. A list of these agencies was compiled.

The materials in this collection were used for several types of training sessions and consultations, and were loaned to ALRC clients who do training. Many of the materials were ordered in triplicate, so that the Harrisburg and Gibsonia offices of ALRC would also be able to use the materials.

Collection of Publishers' Catalogs: The ALRC's collection of publishers' catalogs was updated, and each catalog was analyzed according to: format of materials included (print/child use, print/professional use, tests, games/toys, etc.), curricular area of materials, and specific handicapping condition addressed by the catalog. This information was compiled into a document called A Special Educator's Guide to Publishers' and Distributors' Catalogs. This document allows clients with catalog collections to locate materials for specific instructional needs in an efficient and thorough manner. Rather than searching through all the catalogs, a person can instead use the Guide to identify those publishers that have the materials of interest, then examine only those catalogs.

As a supplement to the Guide, the ALRC designed a kit to enable clients to establish a collection of all the catalogs covered by the Guide. Included in the kit are two sets of pre-addressed mailing labels, a set of instructions, and a list of the necessary stationery supplies.

Calendar of Conferences:

The ALRC consulted periodicals and other reference sources to locate information on conferences of interest to special educators. The information gathered included the name, location, and dates of each conference, plus a person to contact for information about the conference. A list of conferences through August 31, 1977 was compiled and sent to the SERRC's for inclusion in their newsletter, which are mailed to special educators throughout the State.

RESULTS/CONCLUSIONS

Workshops:

ALRC clients are better informed about the topics on which the ALRC provided training. Those attending ALRC workshops gained increased knowledge about a variety of topics related to media and materials for the handicapped: selecting materials; writing IEP's; cataloging materials; making effective use of local, state, and federal resources, etc. People thus trained are better equipped to provide services for handicapped children.

Training Materials:

The training materials developed by the ALRC were developed in response to specific client requests for such materials, or in response to an evident need for such a material. Training materials have helped clients locate appropriate instructional materials, establish Learning Resource Centers, catalog existing materials collections, and make effective use of print and human resources.

Conferences:

Attendance at conferences increased the expertise of ALRC staff and enabled them to provide better training and consultative services to clients. Presentations made by ALRC staff at conferences increased the participants' knowledge of various topics, such as services of the ALRC and ALRC/SO/NCEMMH network, parenting skills, and choosing instructional materials.

Collection of Training Materials:

The existence of a collection of training materials enabled ALRC staff to provide better services to clients. The materials were used in workshops and were consulted when clients requested information about special

education materials. Also, clients who are involved in training were able to borrow needed resources from the ALRC.

Three bibliographies of materials available from the SERRC's were compiled: Professional References in Preschool Education (Central SERRC), A Selective Annotated Bibliography of Parent Involvement Resources (Western SERRC), and Preschool Professional Resources: A Selective Annotated Bibliography of Materials Available from REACH (Western SERRC).

Collection of Parenting Materials:

The parenting materials were used for workshops and consultations (See IC). Clients were made aware of the many types of parenting materials available, and were assisted in obtaining and using these materials.

Collection of Publishers' Catalogs:

ALRC staff used the catalogs to respond to clients' requests for information about instructional materials. A Special Educator's Guide to Publishers' and Distributors' Catalogs was compiled using the ALRC's collection of catalogs.

Calendar of Conferences:

Special educators in Pennsylvania were made aware of special education conferences and were given the information necessary for obtaining details about the conferences.

RECOMMENDATIONS

The training activities conducted by the ALRC should be continued by other agencies or projects. Special educators need, and are happy to receive, information on efficient and effective ways to select instructional materials for handicapped students. This need will increase as teachers begin to write IEP's and to search for materials that can best teach

particular skills to particular students. The SERRC's can, and already do, conduct many workshops on selecting instructional materials, but three centers cannot train every teacher in Pennsylvania. If every Intermediate Unit had a Learning Resource Center equipped with basic information resources, publishers' catalogs, and a staff member as an information specialist, the teacher's job of selecting instructional materials would be greatly facilitated.

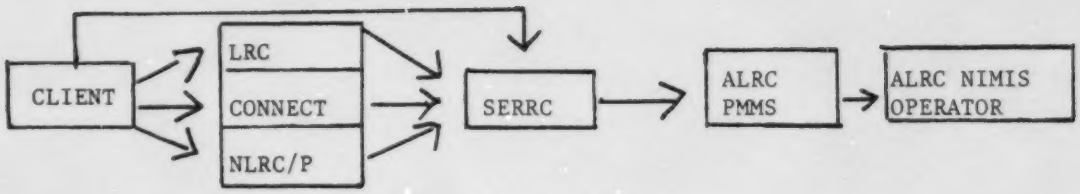
The need for resources for professionals who work with parents of the handicapped will also increase, as parental involvement in IEP preparation has mandated by P.L. 94-142. The three collections of parenting materials should be made part of the collections at the SERRC's, and there should be at least one staff member at each SERRC with expertise in the area of parenting materials.

I E Devise and execute a plan for the dissemination of child-use instructional materials related information to SEA-designated recipients.

MAJOR ACTIVITIES

During 1976 and 1977 one of the major ALRC activities was the dissemination of child-use instructional materials information to special educators throughout the state. Information requests were processed using both NIMIS and printed resources.

When the ALRC became the principal liaison between NIMIS services and the special education community, it was apparent that some formalized plan should be developed for assisting clients in accessing NIMIS information. This plan had to be efficient, easy to follow and consistent with the operating procedures of the major state information agencies in special education. The following plan was devised. Individuals requesting information from the LRC's, NLRC/P, and CONNECT would receive assistance from them or would be sent to the SERRC's if it was determined that these groups could best serve the client. If neither could provide the needed information, the regional Prescriptive Media/Materials Specialist (PMMS) would be contacted and a NIMIS request formulated and sent to the Doylestown office for processing. The client and the PMMS, both, would receive copies of the search. If the SERRC's couldn't assist a client coming directly to them, they would contact the PMMS in their region. The SERRC would get a copy of the search sent to the client. Clients calling the ALRC directly would be served, but it would be suggested that their local LRC or regional SERRC should be their first-line source for information in the future. The ideal plan for access of NIMIS data would follow the flow chart on the following page:



Prior to receipt of the ALRC terminal, the ALRC processed requests as received from individuals or agencies by forwarding them to NIMIS at Columbus, Ohio. The client and the ALRC received copies of the search results. A major search of this type was conducted for CONNECT. Abstracts for all preschool materials were retrieved and the ALRC organized them into a specialized date collection with a retrieval system designed especially for the needs of the CONNECT staff and IU preschool Case and Information Managers. During this time the ALRC was often successful in assisting these clients in becoming acquainted with the State's resource system networks of information agencies, thereby helping the client become aware of the variety of available services in special education.

Once the NIMIS terminal was received in March, 1977, requests were processed on a regular basis using the previously described procedures. However, the data base was found to be relatively incomplete in certain areas. Many NIMIS searches were, therefore, augmented by searching printed bibliographies, indexes, directories, catalogs of special education collections and publishers' catalogs. The ALRC publication, A Special Educator's Guide to Publishers' and Distributors Catalogs, was also particularly useful. Comprehensive searches for information about materials for the hearing impaired, vocational training materials for EMR students and high cost items useful for teaching survival, self-care and vocational skills to the trainable mentally retarded adolescent, were all supplemented by the ALRC with major non-computerized searches. (See IV-W for further description of these activities.)

The ALRC received many requests for information which were quickly and easily filled by using paper bibliographic resources. These requests were processed without using NIMIS services.

The NIMIS thesaurus and data base were prepared before national and state special educators began to focus their attention on IEP preparation. NIMIS descriptors did not lend themselves to assisting IEP developers in retrieving individualized instructional materials which contained both banks of criterion referenced measures and matching behavior objectives or skill statements. Need for information about such materials, preferably as a bibliographic compilation, was expressed by individuals, teachers, IEP Coordinators, trainers and workshop organizers. ALRC staff, using the ALRC's collection of 1976-77 publishers' catalogs, identified mathematics, reading and language arts materials which fit these needs. Publishers' descriptions were analyzed and the publishers were consulted if more comprehensive information was needed. Three companion bibliographies are now at the printers and will be available for distribution prior to September, 1977.

RESULTS/CONCLUSIONS

Inservices were conducted (see IV-W for description of these activities) which included a description of the NIMIS accession plan. Properly directed requests were received indicating that this plan was operational. However, from April 1 through August 1 of 1977, only 50 or so requests for NIMIS searches have been received by the ALRC and processed. It is probable that greater use of NIMIS would have occurred if a more thorough awareness program had been conducted to make more potential users aware of these services available to them. It is also

possible that the SERRC's have found that most requests can be satisfied using information resources immediately available to them at the centers. Many of their clients exclusively seek information about materials which are also available to them for loan. Many of the SERRC clients also seek information needed at the moment. The process for accessing NIMIS is relatively indirect and requires a wait of at least one week from time of client request to their receipt of information.

NIMIS searches resulted in the identification of media and materials not easily identifiable through use of paper resources. The availability of a computerized data base eased the searcher's task of matching a child's instructional needs, learning styles, abilities and exceptionality with appropriate materials.

Throughout the three years of the ALRC project, the staff developed an efficient process of researching and accessing information related to instructional materials using a variety of paper resources, information agencies, and retrieval systems. Reference techniques and resource identification were developed as requests were received. The ALRC trained LRC and School District personnel in these skills so that they could then, in turn, provide direct services to their local teaching and school staff. A multiplier effect of ALRC training had developed.

Materials information and identification services provided through the ALRC to special educators resulted in a more systematic and informed approach to materials selection and utilization. Readily available information has encouraged both classroom teachers and district supervisors to purchase materials appropriate to specific needs of their students and examination of a variety of materials suitable to these needs.

The search for reading, mathematics and language arts materials

having both criterion referenced measures and objectives resulted in the identification of over 400 materials. Three companion bibliographies providing extensive descriptions of each material have been produced and at this writing are being printed. Numerous pre-publication requests were received. Copies of these resources will be distributed to the agencies within the State Resource Network, and to IEP trainers throughout Pennsylvania prior to September 1, 1977.

RECOMMENDATIONS

The ALRC developed a systematic and ordered approach to identifying media and materials and finding information about these materials. The process included usage of a wide variety of paper references and retrieval systems which included NIMIS. This formalized approach, unique to the area of special education, should or could become part of a larger document which would be an invaluable ready-reference for all special educators and researchers.

Documents such as the IEP materials bibliographies should be made available along with all other ALRC products via a sales catalog. This catalog should be cited by and distributed to the special education community through ERIC, CEC, NCEMMH, and NIMIS itself.

I F Provide human resources for reinforcing state staff in media, materials and technology service development.

MAJOR ACTIVITIES

1. The Pennsylvania ALRC provided awareness and technical assistance regarding cataloging, inventorying, and information retrieval systems to Eastern SERRC, Central SERRC, Western SERRC, Project CONNECT and to Media Directors and Intermediate Unit Supervisors in I.U.'s # 1, 2, 3, 4, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 26, and 29.

2. A retrieval system was designed for Chester County Intermediate Unit. The system matches instructional materials available in the Child Development Center with specific strands in the Child-Based Information System (CBIS), a computer-based curriculum and instructional management system.

3. The Pennsylvania ALRC developed cataloging, indexing and processing systems and procedures particularly adapted to meet the needs of organizing collecions of instructional materials for special education use. These procedures were designed to assist local personnel to efficiently identify and deliver materials to classroom teachers, IMT's, and supervisors, and to simplify and economize on purchasing.

4. Cataloging, indexing and processing systems and procedures were also developed to assist in the organization of professional collections in special education.

5. Technical assistance was given to individual Intermediate Units and districts in the development of catalogs and manuals for their collections of materials: Delaware County Intermediate Unit,

Chester County Intermediate Unit, Carbon-Lehigh Intermediate Unit, Philadelphia, Bucks County Intermediate Unit, Colonial-Northampton Intermediate Unit, Capital Area Intermediate Unit and Pittsburgh Intermediate Unit.

6. Commercially available instructional materials retrieval systems were examined, purchased and evaluated by the Pennsylvania ALRC. Information about these retrieval systems was shared with LRC information specialists and other special educators in Intermediate Units, school districts, private schools and institutions throughout Pennsylvania.

RESULTS

1. Intermediate Units across the Commonwealth have established LRC's to provide either information services or instructional materials services for special education teachers.

2. Special Education teachers in the Chester County Child Development Center are now able to select materials to meet identified objectives in all strands of the Child-based Information System.

3. Manuals were developed to assist districts in organizing collections - Organizing an Existing Collection of Instructional Materials in Special Education: A Procedural Manual and Organizing a Professional Collection in Special Education: A Classification System and Procedural Manual. (See List of Products Produced, Appendix A.)

4. The manuals and systems were designed with enough flexibility to be adapted to specific Intermediate Unit needs and conditions. They were used by personnel in the following Intermediate Units: Delaware County, Lancaster-Lebanon, Chester County, Bucks County, Carbon-Lehigh, Capital Area, Pittsburgh and Allegheny.

Existing collections were more efficiently used, materials reached more teachers, purchasing became more systematized, and unnecessary purchasing of duplicates was minimized.

5. The development of paper or card catalogs allowed the users of these collections to identify and locate materials on a local level. The local collections became the first-line source of materials with the regional centers as sources for rare, expensive or newly published materials.

6. As a result of information supplied by the Pennsylvania ALRC, LEA's have purchased commercially available instructional materials information retrieval systems to meet their unique information needs.

RECOMMENDATIONS

Since Pennsylvania does not have State Resource staff, the Pennsylvania ALRC worked with Regional resource staff. Continued work in this area at the Intermediate Unit and district level will not be successful until there is a state mandated policy with provisions that require as well as encourage the systematic inventory, organization, and circulation of instructional and professional materials at the Intermediate Unit level but coordinated and interfaced with regional and national resource systems.

I G Act as the interface between locally expressed needs for materials information and materials loan and the ALRC/NCEMMH/SO resources for meeting such needs.

MAJOR ACTIVITIES

Information on ALRC/SO/NCEMMH services available was provided to the SEA and all ALRC clients: Intermediate Units, school districts, the SERRC's, other projects, and individuals. ALRC personnel described network services during consultations and workshops, and responded to mail and phone requests for network information. The ALRC brochure, the ALRC slide/tape program, NCEMMH brochures, and issues of Apropos were distributed, and clients were encouraged to add their names to the Apropos mailing list. In addition, information on network services was provided by displays at appropriate media and materials conferences.

The ALRC kept a record of requests for films from SOMD made by clients in Pennsylvania, and notified the SERRC's of these requests. Most of the films borrowed were for teaching the hearing impaired and for training teachers of the hearing impaired. From the records of films borrowed and from SOMD catalogs, those films that are used frequently or are expensive were identified. They were then included in the list of materials for the hearing impaired from which the SEA ordered materials for the SERRC's (See IV W).

SOMD catalogs were distributed to ALRC clients, who were informed of the procedures for borrowing materials from SOMD. The SERRC's were also given catalogs and informed of borrowing procedures. Materials in the catalogs that are also available at the SERRC's were identified; this process insured that in-state resources would be used before requests were

made to SOMD. Clients interested in developing new materials were given information about the Developer's Guide, and an article about the Developer's Guide was written for the Central SERRC newsletter. The ALRC contacted NCEMMH on behalf of an Eastern SERRC staff member who had developed a training material.

RESULTS/CONCLUSIONS

ALRC efforts to inform clients of available Network services resulted in the more effective use of these services. Clients realized that many types of information on media and materials were available through the Network and that they could obtain this information from the ALRC.

The SEA and the SERRC's were made aware of the many films being borrowed from SOMD and were encouraged to purchase these films and house them in the SERRC's so that they would be more readily accessible.

SOMD was used more fully as a result of the ALRC's dissemination of SOMD catalogs. Clients were able to locate and borrow needed training materials that were unavailable within the state.

RECOMMENDATIONS

Services that have been available through the ALRC's, the SO's, and NCEMMH are still needed. Without the ALRC's, clients should be allowed to access these services directly, or through regional materials centers such as the SERRC's. Clients need to be able to obtain training materials that are unavailable from the SERRC's, and there must be an effective means of informing them that SOMD exists and loans such materials.

The services provided by the Media, Materials and Technology (MMT) division of NCEMMH also need to be continued. The person in Pennsylvania

who developed a training material was told that MMT had so many products to review that it would not be able to review hers before the end of the contract period. Hopefully, production services will continue to be available so that this and other products can be developed and distributed.

II A Identify Needed Instructional Materials and Prioritize Needs

MAJOR ACTIVITIES

One ALRC staff member attended the January, 1976 meeting in Berkely, California, at which ALRC and ETS representatives prepared the National Needs Assessment questionnaires. Other staff members then reviewed and commented on the questionnaire, and communicated their suggestions to ETS.

Efforts were made to publicize the NNA and to obtain the support and cooperation of the SEA and Intermediate Units. Presentations were made to I.U. Special Education Directors at their meetings, and the NNA Status Report booklets were distributed. The SEA provided two sets of mailing labels printed with teachers' names and addresses, and the ALRC forwarded these to ETS. The SEA was unable to generate a list of special education supervisors, so the ALRC contacted all 29 Intermediate Unit Special Education Directors for the names of supervisors. A list of supervisors' names and addresses was compiled and sent to ETS.

The primary means of informing teachers and supervisors of the NNA was an article written by the ALRC for the PRISE Reporter, a monthly newsletter published by the Eastern SERRC for all special education personnel in the state. This article explained the purpose of the NNA and stressed the importance of completing and returning the questionnaire.

Pennsylvania special educators showed a great deal of interest in the NNA, and ALRC staff answered many questions about it. School districts and other projects were interested in the format, content, and logistics of such a large undertaking, and used the NNA questionnaire as guidelines for developing local needs asseessments.

RESULTS / CONCLUSIONS

The SEA and the I. U.'s were committed to the NNA concept, and willingly provided the necessary information required for the mailing of the questionnaires. Unfortunately, enthusiasm diminished as one delay after another was announced. The credibility of the ALRC and "the Government" was also diminished by the failure to conduct the NNA.

RECOMMENDATIONS

A national needs assessment should be conducted at the very beginning of a project, so that the project can then respond to clearly indentified needs. Had the NNA finally been conducted in the spring of 1977, there would have been no time for the ALRC to develop programs addressed to the needs that were identified. Certainly a project of the scope of the NNA needs to be planned and scheduled more carefully, to prevent state and local personnel from counting on an activity that never occurs.

III A Help region's trainers identify media, materials and educational technology training needs.

MAJOR ACTIVITIES

State Colleges and Universities in Pennsylvania with under graduate and/or graduate programs in Special Education were identified. Catalogs from these schools were collected and reviewed. A preliminary analysis of media/materials courses was completed.

In addition to the activities summarized above, the Pennsylvania ALRC maintained close contact with three particular institutions: The Pennsylvania State University, Temple University, and Bloomsburg State College, by having faculty members from these three universities on the Pennsylvania ALRC Advisory Board.

RESULTS/CONCLUSIONS

No programs or changes transpired although several schools were beginning to see the need for a restructuring of their media/materials courses and resources for students. Schools were particularly interested in providing more experience-based practicums with their course work. Further activities in this workscope area were contingent upon the completion of the National Needs Assessment, and thus meetings with University personnel were limited.

RECOMMENDATIONS

The information obtained by the Pennsylvania ALRC strongly indicates a need for more media and materials classroom experiences and information services at the college and university level. The Pennsylvania ALRC recommends choosing a model school and working with a team of university

and technical experts to establish and academically and technically sound media/materials experiences for Special Education majors. Since existing programs do vary, further needs assessment combined with the National Needs Assessment results are needed to proceed in this workscope area.

III B Execute a plan to make needs known to pre- and in-service training institutions and agents and provide consultation to same.

MAJOR ACTIVITIES

Provide consultation to college and university personnel: Initial contacts were made with University special education personnel at The Pennsylvania State University, the University of Pittsburgh, Indiana University, and Bloomsburg, Millersville, Cheyney, and Edinboro State Colleges. In-service workshops regarding media and material services for Pennsylvania special educators were held at Cheyney State College during the summers of 1975, 1976 and 1977.

Participate in Specialized Office training sessions: ALRC staff members participated in Network training activities that were held during FY 1977. Dr. Katherine Winter attended the S_2 and S_3 workshops held in Lincoln, Nebraska, in October, 1976. The three PMMS's, Mr. Michael Carricato, Mrs. Mary Niewola, and Mr. Brooke Porch, attended the Trainers' Conference held in Overland Park, Kansas, in November, 1976. Mrs. Marcia Klafter particpated in a NIMIS training session conducted by NCEMMH in Columbus, Ohio, in February, 1977.

RESULTS/CONCLUSIONS

Provide consultation to college and university personnel: Special education faculty members were informed of ALRC services and were given assistance in providing information on media and materials to their students. Extensive work with the colleges was not done as the ALRC anticipated that needs assessment data from the National Needs Assessment would indicate service priorities.

Participate in Specialized Office Training Sessions: Information gained at the three training sessions was used by ALRC staff. Training techniques demonstrated at the Trainers' Conference were used by the PMMS's when they conducted workshops in Pennsylvania. The change-agent model of training, discussed at the Conference, was incorporated into the plan for IEP training that the ALRC developed for the state.

Information and handouts about materials for the hearing handicapped and the severely retarded, from the S_2 and S_3 workshops, were also used by the staff. Materials discussed at the S_2 workshop were included in the bibliography of materials for the hearing impaired that the ALRC developed for the SEA; these materials have been purchased by the SERRC's. Also, individual clients were assisted in obtaining either information about the materials discussed or the materials themselves.

The most important result of the NIMIS training session was that the ALRC Information Specialist was trained to operate the computer terminal to perform NIMIS searches. In addition, she trained the other ALRC staff members and personnel from the SERRC's, NLRC/P, and CONNECT to formulate NIMIS searches (See VI A.).

RECOMMENDATIONS

Provide consultation to college and university personnel: In retrospect, it would have been preferable to have conducted needs assessments of the colleges and universities rather than wait for the information based on the National Needs Assessment. While the NNA would have provided better information, the unavailability of this information prevented further activity in this workscope area.

Since there is no procedures for the involvement of the Special

Education division of the Pennsylvania Department of Education with the training policies, there is little or no coordination of plans. The development of more formalized procedures would be appropriate. However, no agency is charged with this responsibility.

Participate in Specialized Office training sessions: Training sessions for staff members from network projects serve as a valuable means of sharing information. Such sessions should be included in the planning for any project network established.

III C Help trainers locate extant and usable training materials which fulfill needs.

MAJOR ACTIVITIES

The Pennsylvania ALRC has provided information, demonstration and consultation to special educators concerning training materials for all three project years. In May of 1976, the Pennsylvania ALRC began to provide similar services concerning parenting materials. These two areas - training materials and parenting materials - are discussed separately below.

Training Materials: During the first project year the Pennsylvania ALRC identified training materials available in Pennsylvania's three Special Education Regional Resource Centers (SERRC's). A list of training materials recommended for purchase by SOMD was compiled and sent to Committee #3 (see V U). During this period of time, the ALRC acted as a central clearinghouse for information about training materials.

In order to provide needed but unavailable training materials dealing with diagnostic-prescriptive programming and the use of the SER-LARS management and retrieval system, the Pennsylvania ALRC in conjunction with the NLRC/P, and Itinerant Master Teachers from eight (8) Intermediate Units, developed a series of Training Packets. These packets were used in August of 1975 to train NLRC/P, ALRC and Intermediate Unit staff. During the second project year, these training materials were used by trainers in Pennsylvania's Intermediate Units to train district and I.U. special education teachers.

During the second and third project years, the Pennsylvania ALRC continued to provide information, demonstration and consultation

about training materials to inservice trainers throughout the Commonwealth. The Pennsylvania ALRC greatly expanded its collection of commercially-available training materials and instructional materials retrieval systems. Products developed include the following:

1. Professional References in Pre-School Education: An Annotated Bibliography of the Holdings of the Central Pennsylvania Special Education Resource Center (Summer, 1976)
2. Selecting Special Education Instructional Materials: A Workshop Guide (October, 1976)
3. Annotated Bibliography of Materials Useful for IEP Training (March, 1977)
4. Preschool Professional References: A Selective Annotated Bibliography of Materials Available from REACH (February, 1977)

In addition to the activities summarized above, the Pennsylvania ALRC also disseminated information from NIMIS including newsletters, information updates, sample abstracts and bibliographies.

Parenting Materials: The three regional parenting collections, the fact sheets written to describe items in the collections (see I D), and parenting information files were used to assist trainers in developing programs concerned with the parents of the handicapped. Customized bibliographies, ordering information, identification of films, searches and assistance in workshop design were among the services provided to the SERRC's, I.U.'s, districts, NLRC/P, CONNECT, and the educational divisions of such agencies as BARC

(Bucks County Association for Retarded Citizens) and FIRST STEP (a PARC project). The ALRC assisted such groups in planning their workshops, seminars and information service, which trained their professionals to develop better working relationships with parents and to be able to better serve the informational needs of families of the handicapped. The ALRC provided groups such as the Philadelphia Home/School Services with the technical assistance and information needed in the development of their own parenting collections. Parent groups affiliated with I.U.'s were directed to the Pennsylvania ALRC by the Intermediate Unit administrators. These groups examined the collections and received ALRC help in identifying materials of particular interest to their members. The three collections served as regional examining centers and did not function as lending libraries. However, the ALRC assisted clients in loaning and borrowing these materials from other sources. Those parent training materials unavailable from other sources were lent to the client for use in workshops and programs planned in conjunction with the ALRC.

RESULTS/CONCLUSIONS

Intermediate Unit trainers and other recipients of information, consultation and demonstration regarding training materials were able to provide training for special educators in Intermediate Unit and district special education programs. In addition, several Intermediate Units were able to establish media/material information services (see I A). In all, over 150 individual requests for information about training materials were satisfied by the Pennsylvania ALRC.

ALRC assistance to the agencies mentioned above in parenting information

services resulted in their conducting comprehensive, well organized and informative workshops, conferences and seminars. Formal evaluations by participants expressed new awareness of the scope of parent needs for information and the variety of materials available to meet these needs.

Over 125 separate requests for information were filled for information about materials - 1) useful in training the professional to work with parents, 2) useful in training parents to work with their own children, and 3) useful to parents for home-use without assistance from professionals. These requests resulted in the development of 30 customized bibliographies which were duplicated and distributed to other clients and at workshops when appropriate.

During 1977 when special education focused on P.L.94-142 and IEP development, many of the information services were designed to assist the professional in implementing the new law as it pertains to parents. An extensive bibliography relating to parent involvement in IEP planning was prepared and used at IEP conferences in Intermediate Units #1, #2, and #23.

Recipients of consultations in the parenting materials area were able to provide information to others and were able to establish media and materials services or information to special educators and parents in their own I.U.'s or districts. Evidence of this exists in the growth of specialized parenting collections which have been developed in special project offices, at Intermediate Units and within parent groups.

RECOMMENDATIONS

A central clearinghouse of parenting materials and information services should be established to serve the professionals and parents in the entire Commonwealth. Local and regional centers could develop collections and

services to meet local/regional needs such as media/materials workshops, conferences, parent meetings and training sessions. Services and materials from the central clearinghouse could be obtained through local/regional centers. Development of regional parenting information centers could be met by the transfer of the three ALRC Parenting Materials Collections to the three SERRC's.

In order to provide statewide information services related to training materials, the three SERRC's should attempt to produce a union catalog of training materials with location codes. Local (Intermediate Unit) centers could develop collections and services to meet local needs and could draw upon the expertise of specialists in the SERRC's when training materials are not available locally.

III E Classify, describe and encode media-training materials for information base entry.

MAJOR ACTIVITIES

In July of 1975, NCEMMH assigned the Pennsylvania ALRC a number of media training materials for encoding into the NIMIS cataloging system. The Eastern PMMS received training in NIMIS cataloging procedures and, in turn, trained other ALRC staff how to prepare materials for information base entry. In August, September and October of 1975, a total of 42 NIMIS Reports Forms were completed by the Pennsylvania ALRC and sent to NCEMMH. None of these abstracts were returned for errors or for incomplete reporting.

In November of 1975, the 42 abstracts were returned to the Pennsylvania ALRC and held until S_2 requested that the abstracts be forwarded to them during the summer of 1976.

RESULTS / CONCLUSIONS

Since all Pennsylvania ALRC staff were trained to classify, describe and encode media training materials, the Pennsylvania ALRC has been able to develop and refine its own cataloging procedures and has further been able to assist LRC personnel in developing cataloging procedures for LRC collections.

Another result of effort in this area is that a number of Pennsylvania ALRC-prepared NIMIS Training Material Abstracts are now available through NIMIS.

RECOMMENDATIONS

In the future, all Training Material Abstracts should be prepared by a single office.

A random sample of these abstracts could be reviewed by a network committee for content, format and also to determine whether the current definition of media training materials is appropriate or needs to be broadened to include training materials which utilize media for a broad variety of training purposes.

IV W Serve as an intermediary between state and national information systems.

MAJOR ACTIVITIES

Throughout the three project years the Pennsylvania ALRC served as the major liaison between Pennsylvania's special educators and NIMIS. During the first two project years information about NIMIS was disseminated to all ALRC clients and workshop participants. Prior to receipt of the office terminal, requests for NIMIS information about instructional materials were formulated and forwarded to Columbus. (See IV W). In the third project year the ALRC received its own printer and terminal. After a two-day training session at the NIMIS offices in Columbus, the ALRC staff member responsible for the operation of the terminal was able to begin processing requests "in-house".

Prior to any ALRC sponsored training sessions, the ALRC developed forms which would facilitate the processing of NIMIS requests and the collection of data including client satisfaction and terminal usage information. These forms, together with printed brochures from NIMIS, became part of the information packet used in ALRC workshops and in working with liaison personnel from other state agencies.

In March, 1977, a one-day NIMIS training inservice was held for representatives of all the major groups responsible for serving the informational needs of special educators in the Commonwealth (LRC's SERRC's, NLRC/P, CONNECT). The inservice provided a full description of NIMIS services, a description and planning session for routing NIMIS requests, identification of appropriate requests, use of the NIMIS Thesaurus, description of good-practices in assisting clients in

formulation of their requests and two practice sessions in preparing simulated NIMIS request forms. One of the practice requests was processed to provide a demonstration of the terminal for the workshop participants. Each participant received a packet of information about NIMIS and NIMIS request and user forms described above. A short in-service for a Pennsylvania State Department director was conducted on a separate date.

During the last half of the project year, approximately fifty NIMIS requests were processed through the ALRC's terminal. In addition to the NIMIS bibliographic data, each client received a brochure on how to read NIMIS data and two client satisfaction forms which they were asked to fill in and return to the ALRC and the Columbus, Ohio offices.

RESULTS/CONCLUSIONS

Training by the ALRC resulted in the receipt of NIMIS requests which were appropriate and well-formulated. The client-reference person strategy described during the workshop in order to formulate NIMIS requests was also put to a more general use in the work the participants did with their own center's clientele.

The ALRC's policy was that NIMIS is a back up system to the information available in paper resources in the ALRC, SERRC's and LRC collections. The ALRC has done extensive training in the use of these resources and, therefore, NIMIS was used economically rather than automatically for informational needs.

Client satisfaction forms were rarely returned. However, reactions received via phone and personal contacts indicated a great deal of positive reaction to the appropriateness and completeness of the searches. This

completeness, however, was as a result of NIMIS data being combined with other information from other sources. Most NIMIS searches were supplemented by the information specialist with information about additional materials culled from ALRC bibliographies, publishers' catalogs and the ALRC's resource library.

The Pennsylvania State Department of Education, Division of Special Education requested two extensive searches to assist them in the identification and purchasing of materials collections to reinforce services already provided by the SERRC's to the approved private schools. The first search request for identification of high cost materials for the hearing impaired was done in cooperation with the Columbus and Michigan facilities. The ALRC did not have route printing capabilities at the time. The four hundred abstracts retrieved were used as an information base; approximately fifty were selected and these were supplemented with 150 other suggestions identified through the use of other sources. The resultant 300-page descriptive bibliography was used to assist the state in the purchase of three extensive collections appropriate for use with the deaf and severely hearing impaired. The second search request involved identification of high cost materials to teach trainable adolescents survival, self-care and vocational skills. Again, the NIMIS search was supplemented to provide a comprehensive bibliographic resource.

The searches supplied by the ALRC were used by clients to assist in the selection and purchase of new materials, in the identification of available materials appropriate for special student needs and in identification of rare and/or expensive materials for building specialized collections. Therefore, the information provided by these searches assisted clients in using better materials selection practices.

RECOMMENDATIONS

NIMIS has provided and should continue to provide a much needed approach to data preparation and computerized retrieval services which supply previously unavailable information about instructional materials in special education. The comprehensive NIMIS thesaurus may very well serve as valuable input in the development of a national computerized data system for all instructional materials in all areas of education.

Recognizing that it does take a number of years to perfect any data base and the accompanying retrieval system, a number of recommendations are suggested for improvement of the NIMIS data preparation and retrieval. New materials continually appear on the market and a system for quickly and selectively entering these at time of their publication would be of tremendous value. In abstracting materials, abstractors should apply terms more consistently. Perhaps more thorough definitions of these terms need to be developed. When NIMIS abstractors assign descriptors to materials, some hierarchy should be established and indicated so that the major and the more tangential descriptor areas could be easily differentiated by the retriever of the information. Selection criteria should be more rigidly and uniformly applied in choosing materials for inclusion into the data base. Selection of materials should be monitored by a group of experienced users of materials in the appropriate exceptionality and subject areas. Citations would then be more appropriate to the exceptionality and would represent a greater and more adequate sampling from the entire "universe" of available materials. The ALRC has found specific difficulties in the NIMIS abstracts for materials for the hearing impaired, (not representative of the best that are available), vocational

materials for the educable and trainable mentally retarded (materials are often written at a level inappropriate for use by this population) and materials for the gifted (an extremely limited and poorly selected data base).

The Commonwealth of Pennsylvania has three excellent regional resource centers (the SERRC's) and one information center (PRISE) charged with working with special educators' needs for instructional materials and research information. These centers should be the agencies to have NIMIS terminals so that they could serve clients directly and simply without going through a third party (the ALRC). In lieu of this approach, one single NIMIS terminal as part of centralized state information services, linked via a WATTS line, could not only serve the SERRC's but all special educators directly.

V U Advise and critique SOMD services to SEA's and LEA's and serve as intermediary between states and national delivery system.

MAJOR ACTIVITIES

During the first project year, at the request of Committee #3, the Pennsylvania ALRC compiled a list of training materials recommended for purchase by SOMD. Early in the second project year, a follow-up survey of training materials was conducted. An additional list of 16mm training films was compiled and added to the NIMIS list of training films. The SOMD Catalog of Educational Captioned Films for the Deaf was distributed to SERRC's, I.U.'s and other special education centers and agencies during the second project year.

During the third project year, activity shifted from providing SOMD with recommendations regarding materials acquisition to the area of disseminating information about SOMD services and materials. SOMD catalogs (Catalog of Training Films and Other Media for Special Education; Catalog of Media Training Materials; Catalog of Instructional Materials; Catalog of Video Tape Masters) were disseminated to SERRC's, I.U's and other Pennsylvania special education centers and agencies.

In order to enable Pennsylvania special educators to obtain training materials from regional centers (SERRC's) whenever possible, the Pennsylvania ALRC compared SOMD holdings to SERRC holdings. Those materials listed in the SOMD catalogs which were also found in SERRC collections were so indicated in the SOMD Catalog of Training films and other Media in Special Education.

RESULTS / CONCLUSIONS

Materials recommended by the Pennsylvania ALRC in the first two project years were purchased by SOMD. Special educators in districts, Intermediate Units, special education projects and teacher-training institutions who received SOMD catalogs began making extensive use of the SOMD loan service provided through the Pennsylvania ALRC. If a material was requested that was also available from a SERRC, however, the ALRC referred the client to the appropriate SERRC rather than initiating an SOMD request for the loan of that material.

RECOMMENDATIONS

Although SOMD catalogs and services were well-received by Pennsylvania's special educators, several recommendations related to SOMD catalogs and SOMD procedures seem appropriate. A large portion of those professionals who used the SOMD catalogs made a point of emphasizing the need for additional information about the materials listed. Specifically, these educators requested that the citations include the publisher of the materials listed, the copyright date(s), and the purchase price of these materials. Although prices change continuously, an approximate price (as of a certain date) seems preferable to no price information at all.

Another recommendation for SOMD is to purchase only expensive and/or esoteric items. Materials which are commercially available and only moderately expensive should be purchased by state and regional centers, and not be in a national (back-up) depository.

VI A Conduct project planning, monitoring, reporting and other management functions

MAJOR ACTIVITIES

Attend PALRC Advisory Committee meetings and I.U. Special Education Directors' meetings: The ALRC Director attended scheduled meetings of the Advisory Committee to discuss ALRC activities and to receive suggestions from the Committee about how the ALRC could best serve Pennsylvania special educators. The Director also attended meetings of the Intermediate Unit Special Education Directors to explain and offer ALRC services.

Produce and modify the MIS: The MIS was originally developed when the ALRC and the RRC (NLRC/P) were combined as one project. When the projects separated, during the second project year, a new MIS was developed to cover specific ALRC strategies. Also during the second year, an additional form was developed so that staff members could keep track of their time on a weekly basis.

Staff members recorded on the MIS the number of hours spent on strategies each month, and totaled these hours at the end of each quarter. They also wrote a description of their activities for each strategy on which they worked during the quarter.

Allocate resources and monitor budget: With input from staff members, the Director apportioned both human and financial resources among the various strategies. Decision making about allocating resources occurred both at the beginning of each project year and at various times during the year, when staff members reviewed prior work, discussed activities in progress, and planned future efforts.

At the end of every month the bookkeeper prepared a budget report that showed for each account number: the total amount budgeted, expenditures

to date, the balance, and amount obligated. With these reports, the Director was able to monitor the budget very closely.

The Director sent quarterly reports of amounts spent to the Pennsylvania Comptroller, and requested funds from the Comptroller each quarter. Quarterly reports of costs per strategy or summary strategy were sent to NCEMMH. An annual audit was performed by an independent certified public accounting firm selected by the Bucks County I.U.

Participate in PALRC Staff meetings: Staff meetings were held approximately every six to eight weeks. At these meetings each staff member reported on his/her major activities, plans were made for future efforts, and important announcements were made. Minutes were kept of each meeting, and all staff members received a copy of the minutes.

Share information gained at NIMIS and SO training sessions: ALRC staff members who attended the SO and NIMIS training sessions and the Trainers' Conference gave reports of these sessions to the other staff members. The three PMMS's, Mr. Michael Carricato, Mrs. Mary Niewola, and Mr. Brooke Porch, attended the November, 1976, Trainers' Conference and reported on this Conference at the December staff meeting. Dr. Katherine Winter attended the October, 1976, SO_2 and SO_3 workshops; she gave a summary of these workshops and distributed handouts from the workshops at the December staff meeting. Mrs. Marcia Klafter attended a NIMIS training session in Columbus, Ohio, in February, 1977. In March she conducted a one-day training session for other ALRC staff members and representatives of the three SERRC's, NLRC/P, and CONNECT.

Prepare progress reports and technical reports: Quarterly progress reports were prepared and sent to BEH, NCEMMH, the SEA, Bucks County I.U., and other appropriate agencies and individuals.

The basis of these reports was the MIS forms completed each month by all staff members. The AA/ES collected the MIS's from the staff members, checked them for accuracy and completeness and, when necessary, contacted staff members for clarification of, or additions to, their activity descriptions. She then performed the necessary calculations to determine the quarterly expenditure of dollars and hours for each strategy and summary strategy. Using the activity descriptions written by individual staff members, she prepared strategy narratives covering the highlights of the quarter's work. An abstract was written and attachments were included when appropriate.

The Director and the AA/ES contacted appropriate agencies for the Agency Survey. Forms were mailed, follow-up phone calls were made when necessary, and the returned forms were reviewed. A summary sheet was completed for each participating agency; these sheets were sent to NCEMMH so that the information could be included in the Second Edition of the Learning Resource Center Directory.

Other reports written by the ALRC include the continuation requests for the second and third project years and this Final Technical Report.

RESULTS / CONCLUSIONS

Attend PALRC advisory Committee meetings and I. U. Special Education Directors' meetings: Meetings of the Advisory Committee helped to insure that the ALRC was providing appropriate and needed services to special educators in Pennsylvania. The Director's attendance at the I.U. Special Education Directors' meetings insured that the Directors were informed of the services offered by the ALRC and the Network. For example, the group of Directors were told how the ALRC could assist them in developing Learning Resource Centers and how NIMIS could serve as a valuable instructional materials information source. The Directors were also kept informed of the status of the National Needs Assessment, and their cooperation in publicizing

and implementing the NNA was solicited and obtained.

Produce and modify the MIS: The ALRC developed a staff accountability system that was relatively easy for staff members to complete and that accurately reflected the hours and costs spent on each strategy. As a result, records were complete and the preparation of the quarterly reports could proceed smoothly and on time.

Allocate resources and monitor budget: Staff time and financial resources were allocated to strategies based on clients' needs within the Eastern, Central, and Western regions, and on a statewide basis. Expenditures were monitored closely. Required financial reports were prepared, and the yearly audits were performed.

Participate in PALRC staff meetings: Staff meetings enabled cooperative planning among all staff members to occur, and insured that staff members were fully aware of all ALRC and Network activities.

Share information gained at NIMIS and SO training sessions: The information sharing that followed the training sessions and the Trainers' Conference enabled all staff members to derive some benefit from these sessions. Additional information on the topics discussed could be obtained from the people who attended the sessions.

Prepare progress reports and technical reports: Required reports were written and submitted to the necessary agencies on the dates specified in RFP 74-8. BEH, the SEA, and Bucks County I. U. were able to stay informed about ALRC activities.

RECOMMENDATIONS

Some form of accountability reporting should be a part of any special project.

If there are several projects funded by BEH with similar workscopes, there should also be similarities in accountability reporting procedures so that Project Officers and other interested persons can monitor project activities with ease. Reporting does not necessarily have to be done at the strategy level, however; reporting at the summary strategy level provides sufficient specificity.

VI B Participate in LRCP coordination activities.

MAJOR ACTIVITIES

Network Committees and Directors' Meetings: ALRC staff members served on, and attended meetings of, three Network Committees. Mr. Fred Davis was a member of Committee #1, the Uniform Project Administration Committee; when Dr. Katherine Winter replaced Mr. Davis as the ALRC Evaluation Specialist, she took his place as a member of Committee #1. She participated in meetings and conference calls that addressed several topics, such as: the agency survey, impact evaluation, common definitions, and Final Technical Report Guidelines.

Dr. Paul Goode was a member of Committee #5, the National Instructional Materials Information System Committee. Dr. Goode and the other Committee members planned NIMIS services, reviewed Thesaurus terms, and helped develop NIMIS dissemination procedures.

Mr. Brooke Porch served on Committee #6, the State Program Development Committee, and assisted in preparing the elaboration of the intrastate workscope.

Mrs. Mary Niewola served on the specially formed Discrimination Guidelines Committee, whose membership consisted of people, both inside and outside the Network, who are concerned with discrimination against the handicapped in textbooks. The Committee met several times and developed a set of guidelines for publishers to follow to insure that handicapped persons are shown in fair and non-discriminatory ways in textbooks and other publications.

Dr. Paul Goode, the ALRC Director, attended all Network Directors' meetings. He was informed of Regional and Network activities and reported on Pennsylvania's activities.

National and State Conferences: ALRC staff members attended many appropriate national and state conferences. The national conferences attended included the annual conventions of the Council for Exceptional Children, the Association for Educational Communications and Technology, and the American Psychological Association. Other national meetings attended were the NCEMMH Symposia (July, 1975 and July, 1976), the Parenting Skills Training Materials Conference held in Texas in June, 1976, and the Special Education Resources Conference held in Texas in February, 1977.

Within the state, staff members attended the annual meetings of the Pennsylvania Federation of the Council for Exceptional Children and the Pennsylvania Psychological Association. They also attended two Mainstreaming Conferences (which the ALRC helped sponsor), conferences sponsored by CONNECT for Case Managers and Information Managers, and conferences sponsored by the Pennsylvania Materials Center for the Visually Handicapped.

Contact with other Projects and Agencies: The ALRC maintained close contact with other special education projects and agencies within the state: the three SERRC's, NLRC/P, and CONNECT. Personnel from the various projects consulted with each other and engaged in cooperative planning for services to special educators. ALRC staff attended meetings or conferences sponsored by the other projects. CONNECT's monthly information packages, containing news relating to the education of preschool handicapped children, were sent to the ALRC and circulated among all staff members.

RESULTS / CONCLUSIONS

Network Committees and Directors' Meetings: Individual ALRC's and the ALRC/SO/NCEMMH Network functioned more smoothly because of the Committee

meetings and Directors' meetings. Issues of common concern were treated in these meetings, and procedures for the smooth operation of Centers were developed. The Director became informed of Network activities and, in turn, kept ALRC staff members informed.

National and State Conferences: Staff members improved their competencies by attending conferences at which current special education knowledge and practices were discussed.

Contact with other Projects and Agencies: Services to special educators in Pennsylvania were improved as a result of the ALRC's contact with other projects. ALRC staff members were able to inform clients of the services of the other agencies, and the contacts among the agencies enabled them to assist each other in service delivery throughout the Commonwealth.

RECOMMENDATIONS

Future Networks established by the Learning Resources Branch should continue to include Standing Committees. These Committees can address items of concern to all network members, so that individual projects do not have to spend excessive amounts of time on such items. In areas where uniformity is a necessity (e.g., accountability procedures), a Committee is needed to develop procedures acceptable to, and usable by, all projects. There is an advantage in having the Committees composed of people from different projects or regions, as each member will have a unique conbination of skills and concerns to contribute to the Committee.

CONCLUSIONS AND RECOMMENDATIONS

The mission of the Pennsylvania ALRC was to promote the more effective use of instructional media and materials with handicapped learners. To accomplish this overall mission, the ALRC, in cooperation with the Bureau of Special and Compensatory Education of the Pennsylvania Department of Education, established several general objectives to follow in structuring its delivery of services to the Commonwealth. These objectives are listed on page 9 of this Final Technical Report. Over the three-year contract period, the ALRC accomplished most of its objectives and made several significant contributions to the improvement of media and materials services for special education children, their teachers, and their parents.

Objective 1: Establish links between Intermediate Unit special education teachers and the RLRC's (SERRC's). The major way in which links between teachers and the SERRC's were established was the development of Learning Resource Centers at the I.U. level. Since most teachers are geographically far away from the SERRC's, they could not make effective use of SERRC services. Part of the assistance given to I.U.'s in the development of LRC's consisted of training one or more persons to be information specialists. These information specialists know the resources available at the LRC and the resources available at the SERRC, and can assist teachers in making use of these resources. Teachers who would have a difficult time getting to the SERRC can easily contact the information specialist in their I.U., who can then contact the SERRC for information and/or materials. LRC information specialists have responded to hundreds of materials information requests, and are serving as links between individual teachers and the SERRC's.

Objective 2: Train personnel in how to prescribe specific media and materials based on instructional objectives. ALRC staff conducted workshops and held consultations on selecting instructional materials for individual students. The ALRC's collection of training materials was used for these activities, and in addition, staff members often developed training materials specifically for the needs of particular clients. When working with I.U. LRC personnel, the ALRC recommended that they purchase a basic collection of resource guides to assist them in the selection of materials. Most LRC's did purchase these resources and have been using them to help teachers make better materials selections.

The ALRC product, A Special Educator's Guide to Publishers' and Distributors' Catalogs, represented another effort at assisting teachers to choose materials based on individual student needs. This guide is being used in Pennsylvania, and many requests for it have come from other states.

The ALRC conducted a NIMIS training session for selected Resource System personnel; these people were then able to assist their clients in formulating NIMIS requests for instructional materials. Clients who had NIMIS searches done were well prepared to choose appropriate materials for students.

Objective 3: Provide technical assistance to Intermediate Units to structure their media and materials collections so that the needs of handicapped children will be met more effectively. Perhaps the greatest impact of the ALRC was in the development of several Intermediate Unit Learning Resource Centers. Prior to ALRC assistance, most I.U.'s had no formal system of organizing collections of media and materials, and even those that did have a system needed assistance in improving that system.

The many kinds of assistance provided by the ALRC are described in section IA. At a very basic level, this assistance enabled I.U.'s to save money in materials purchases, because once all the materials were inventoried it was clear that no more copies of Item X were needed, or that reading materials were plentiful while science materials were not.

The lack of a cataloging system for materials meant that teachers were not easily able to locate the exact materials they needed. Cataloging assistance provided by the ALRC enabled teachers to locate materials efficiently and to learn about materials that they might not have known were in the collection. Most LRC's produced a printed or a card catalog so that every special education teacher would know the contents of the materials collection. Materials circulation has improved in these I.U.'s.

Objective 4: Provide technical assistance in the selection and retrieval of information about instructional media and materials. Many of the resources in the ALRC's training materials collection provide information about instructional materials. In workshops and consultations, clients were trained to use these resources, and LRC's were encouraged to have such resources in their collections.

Another source of information about materials is a publishers' catalog collection. Prior to ALRC assistance, the use of publisher catalog collections in I.U.'s was generally haphazard. The ALRC assisted I.U.'s in improving such collections, or in establishing a collection from the beginning. Then, through the Special Educator's Guide to Publishers' and Distributors' Catalogs, LRC personnel and teachers were trained to make effective use of these collections for selecting materials. This training reduced the amount of time teachers spent poring through catalogs and enabled them to choose materials more wisely.

During the third project year, the ALRC produced three bibliographies of instructional materials useful in preparing IEP's: these bibliographies were in the areas of math, reading, and language arts. The information in these documents is of a great help to teachers who need instructional materials to teach objectives stated in IEP's.

Objective 5: Provide a liaison for Pennsylvania with the ALRC/SO/NCEMMH network. Special educators in Pennsylvania benefited from all of the resources of the ALRC/SO/NCEMMH network because the ALRC publicized the availability of these resources. Educators borrowed films from S_4, ordered materials from NCEMMH, and had NIMIS searches done. Also, information gained and materials borrowed by the ALRC staff from other network members were used in training clients in Pennsylvania. Thus, in both direct and indirect ways, Pennsylvania special educators derived benefits from the Network.

Objective 6: Provide access to NIMIS as a back-up to existing Pennsylvania media and materials information services. ALRC staff arranged to have many NIMIS searches done for clients whose materials information needs could not be satisfied completely by resources within the state. Individual clients were thus able to learn about materials appropriate for particular needs when they had not previously known of the existence of these materials.

In addition to providing searches for individual clients, the ALRC requested large searches for CONNECT and the SEA. For CONNECT, the NIMIS search located materials appropriate for preschoolers in several curricular areas (social skills, motor skills, affective education, etc.). The ALRC arranged the information from this search into a file which CONNECT then used to recommend materials to preschool teachers.

The SEA requested information on materials for the hearing impaired so that comprehensive collections of these materials could be established at the three SERRC's. A NIMIS search was conducted along with a search using the ALRC's resources; these two searches resulted in an extensive bibliography of materials which was submitted to the SEA. Materials were ordered with this bibliography as a guide, and the materials are now in the SERRC's. Staff of the EHLFA project (a project that works with teachers of the hearing impaired) have received an orientation to the materials collections and training in the use of the materials. During the 1977-78 school year, these EHLFA regional personnel will be demonstrating the materials and lending them to teachers of the deaf and the hearing impaired. Prior to the establishment of these special collections, there were few materials appropriate for the hearing impaired population at the SERRC's.

Objective 7: Provide technical assistance and training in available media and materials for professionals to use in working with parents of handicapped children. The ALRC was the only project in the state to have a comprehensive collection of materials dealing with parenting skills. This collection was used in several workshops and consultations with clients who needed to know how to work with parents and how to give parents information on their children's handicaps. These parenting resources were appreciated even before school personnel became concerned with IEP's, but once IEP training began, the collection became invaluable. The impact of this collection will continue, and will certainly increase, during the 1977-78 school year. The materials will be housed at the three SERRC's, and SERRC staff members have been trained in the content and use of the collections. Plans have been made for an inservice in which all I.U. IEP

Coordinators will receive information about the parenting materials. These materials will certainly be used for the parent conferences that will be held for all children for whom IEP's will be written.

Objective 8: Provide information to colleges and universities regarding needs for pre-service training of teachers in media and materials. The ALRC had less impact in this area than it hoped to have, primarily because the staff was relying on the National Needs Assessment to provide important data on teachers' needs for pre-service training. Contacts were made with several colleges, however, and special education personnel at these colleges received various types of information about media and materials, and about media and materials services in Pennsylvania. The ALRC recognized the importance of prividing this type of information to pre-service teachers, and did what it could to make college personnel aware of materials services for teachers. What is needed is the recognition by all colleges that information on selecting and using instructional materials is an essential part of the curriculum for future special education teachers.

Objective 9: Cooperate with other agencies and projects to establish a functioning Special Education Resource System in Pennsylvania. The several special education projects and agencies in Pennsylvania had not been organized into a coherent and integrated Special Education Resource System (SERS). The ALRC recognized that the impact of each of these individual organizations would be enhanced if there were a formal system for all of the organizations to follow in working together and relating to one another. The ALRC stimulated the development of such a system and during the third project year a "full services model" outlining the work-scope areas and interrelationships of the projects and agencies was developed. The SEA plans to hire a Coordinator for the SERS: this person

will insure that the SERS functions smoothly and that it serves the needs of Pennsylvania special educators. With a formal resource network in the state, special educators can be better informed of the services available and less confused about what organization provides what services. The organizations can provide improved services as a result of cooperative planning and gaining expertise from each other.

APPENDIX A

Region #11

Products Completed 9/1/74 - 8/31/77

Lists of Products Produced

Note: Information about all products can be obtained by contacting Dr. Paul Goode, c/o Bucks County Intermediate Unit, Cross Keys Building, 4259 Swamp Road, Doylestown, Pa., 18901

TITLE: ALRC Brochures: Pennsylvania ALRC and Bucks County Learning Resource Center
AUTHOR: Paul Goode, Richard Coe
REGION: #11
ABSTRACTS: Brochures describing the services available from the Pennsylvania ALRC and the Bucks County LRC.

TITLE: Annotated Bibliography of Materials Useful for IEP Training
AUTHOR: Katherine Winter
REGION: #11
ABSTRACT: A bibliography of commercial, ALRC and RRC materials and publications useful in the training of IEP teams and in the writing of IEP plans.

TITLE: Funding Patterns for Special Education Instructional Materials Centers
AUTHOR: Katherine Winter
REGION: #11
ABSTRACT: Information on types of funding sources (as of winter 1976) for instructional materials centers received by the 57 states and regions served by the ALRC network.

TITLE: Instructional Materials for Individualized Education Program Plans: Mathematics, Reading, Language Arts
AUTHORS: R. Brooke Porch, Michael A. Carricato, and Mary Niewola
REGION: #11
ABSTRACT: An extensive annotated bibliography of commercially available materials which provide criterion referenced tests, matching objectives and instructional materials for individualization.

TITLE: Materials for Handicapped Preschoolers: A Teacher Survey
AUTHORS: Michael A. Carricato and Karen B. Naylor
REGION: #11
ABSTRACT: A listing of the instructional materials used by teachers in EHA-B related programs in Pennsylvania; materials listed by instructional area and handicapping condition.

TITLE: Organizing a Professional Collection in Special Education: A Classification System and Procedural Manual
AUTHOR: Marcia Klafter
REGION: #11
ABSTRACT: Step by step directions, suggested procedures and classification schedule designed to assist in the organization of a professional materials collection.

TITLE: Organizing an Existing Collection of Instructional Materials in Special Education: A Procedural Manual
AUTHOR: Marcia Klafter
REGION: #11
ABSTRACT: Step by step directions and suggested procedures for inventorying, processing, cataloging and indexing instructional materials using a classification system developed especially for special education materials.

TITLE: Pennsylvania Special Education Resource System: Directory of Personnel: April 1977
COMPILERS: Katherine Winter and Paul Goode
REGION: #11
ABSTRACT: A listing of all personnel and their job descriptions in the projects and programs which provide services through Pennsylvania's Special Education Resource System.

TITLE: Professional References in Preschool Education
AUTHORS: Michael A. Carricato and Karen B. Naylor
REGION: #11
ABSTRACT: An annotated listing of bibliographies, curricular aides, diagnostic, evaluation and parent resources in preschool education which are part of the collection at the Central Pennsylvania Education Resource Center in Harrisburg.

TITLE: Selecting Instructional Materials: An Annotated Bibliography of Resources
AUTHOR: R. Brooke Porch
REGION: #11
ABSTRACT: An annotated bibliography of 21 resource guides, indexes, bibliographies and catalogs which provide information about instructional media and materials useful in teaching handicapped students.

TITLE: Selecting Special Education Instructional Materials: A Workshop Guide
AUTHORS: Michael A. Carricato and Karen B. Naylor
REGION: #11
ABSTRACT: A guide for one and one-half hour workshop intended to train participants to use a variety of resources in order to select instructional materials within the diagnostic-prescriptive approach to instruction.

TITLE: A Selective Annotated Bibliography of Parent Involvement Resources
AUTHOR: Mary Niewola
REGION: #11
ABSTRACT: A listing of resources, tests and bibliographies useful to the professional working with parents available at REACH, the Western Pennsylvania Special Education Resource Center in Gibsonia.

TITLE: A Selective Annotated Bibliography of Preschool Professional Resources
AUTHORS: Mary Niewola and Bruce Bishoff
REGION: #11
ABSTRACT: A descriptive bibliography of preschool assessment, instructional, parent, research and multimedia resources available from REACH, the Western Pennsylvania Special Education Regional Resource Center in Gibsonia.

TITLE: A Special Educator's Guide to Publishers' and Distributors' Catalogs
AUTHOR: Marcia Klafter
REGION: #11
ABSTRACT: An analysis of the catalogs of over 300 publishers, producers and distributors of instructional materials, tests and equipment; grids provide information about materials by subject, format and/or exceptionality.

TITLE: A Training Model for Pennsylvania: A Comprehensive System for Personnel Development in Relation to Individualized Educational Plans

AUTHOR: Michael Carricato

REGION: #11

ABSTRACT: A model for providing resources and support to inservice training for the development and implementation of individualized educational programs through the use of existing state centers and projects.